DOCUMENT RESUME

ED 379 496 CE 068 324

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TITLE	Excellence for All: A New Tutor Training Model. LSCA Title VI Final Performance Report.
INSTITUTION	South San Francisco Public Library, CA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	[90]
CONTRACT	R167A90293
NOTE	125p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Adult Education; *Adult Learning; *Cognitive Style; Intelligence; Material Development; Models; Program Development; Program Implementation; Staff Development; *Teacher Improvement; Teaching Methods; Tutoring; *Tutors; Workshops

ABSTRACT

A project implemented a new tutor training model that used integrative learning strategies to teach more effectively to different intelligences and learning styles of adult learners. A 15-hour tutor training curriculum focused on designing lessons that do the following: involve several learning styles and intelligences, encourage an equal partnership in learning, and promote greater creativity and self-reliance by tutors. A 1-day workshop introduced integrative learning strategies. To train all tutors in the new model, the project developed a tutor mentor program. Tutor mentors attended a 2-hour training workshop each month to learn about integrated learning strategies and a specific exercise or activity to teach to their group of 12-15 fellow tutors. Evaluation results indicated the following: tutors had a higher level of understanding of the components of the four-part lesson plan; 89 percent of tutors felt comfortable or very comfortable using a variety of integrative learning techniques at the close of training; and the project was successful in instilling the core concepts that learning is fun, tutoring is a partnership, and tutors often learn from their students. (Attachments to the 20-page report include the following: outlines of training for five sessions, trainer curriculum guides that indicate concepts, group interaction style, and materials; tutor mentor materials, including handbook; evaluation forms; progress report forms; and workshop and other flyers.) (YLB)

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LSCA TITLE VI

FINAL PERFORMANCE REPORT

PART I: GENERAL INFORMATION

PROJECT TITLE: Excellence For All: A New Tutor Training Model

Awardee: Project Read
South San Francisco Public Library
840 West Orange Avenue
South San Francisco, CA 94080

Project Coordinator: Leslie Shelton
(415) 877-5329

Grant Number R167A90293
Award Amount: $25,000.
Expended Amount: $24,387.

Report prepared by Leslie Shelton

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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PART II: NARRATIVE REPORT

I. GOALS AND ACCOMPLISHMENTS

The main goal of the Excellence for All project was to increase tutor confidence and effectiveness in working with adult learners who have a variety of learning styles and learning difficulties. Six objectives were written to meet this goal. Five of the six focused on the design and implementation of a new tutor training model which utilizes Integrative Learning Strategies to teach more effectively to different intelligences and learning styles. The other objective focused on the recruitment and training of a small, specialized group of tutors who would use the Auditory Discrimination Indepth Method (A.D.D.) to teach learners with auditory problems. The objectives were as follows:

1. To enable volunteer tutors to identify and teach to their learner's strengths and preferred learning styles.
2. To use the most up-to-date and successful learning strategies in teaching all Project Read tutors and learners.
3. To replace negative learning experiences with positive, effective experiences which are related to the learner's needs and real-life reading goals.
4. To empower learners to take an active role in their learning process.
5. To train specialized tutors who can work with specific learning difficulties.
6. To involve tutors and learners as equal partners and participants in designing and evaluating teaching techniques.

A. ACCOMPLISHMENTS

We worked with Peter Kline, Director of the Center for Integrative Learning in Syracuse, New York, as a consultant on how to include teaching strategies that address the seven intelligences and five learning styles in our tutor training. He met with us in the Fall of 1989 to conduct an all-day workshop for tutors and students and to discuss a variety of teaching strategies with our staff, who wrote and designed the training curriculum. He then returned in June to respond to our training design and the experiences we had pilot testing the design during two series of training in January and April. We made a few additional adjustments and felt that we had a workable design.

In reviewing the objectives, we feel that we have met all 5 of those dealing with the tutor training design implementation and evaluation. Because of a variety of barriers, we made a decision not to recruit and train a specialized group of A.D.D. tutors (Objective #5). Instead, we adjusted this objective by including an introduction to the principles of the A.D.D. method in the fifth night of the core training. The reasons for this change and how we adjusted to meet this objective will be described in greater detail later in this report.

Our accomplishments can be summarized as follows:

1. A fifteen hour tutor training curriculum has been designed which successfully teaches lay tutors to design lessons which involve several learning styles and intelligences, encourages an equal partnership in learning, and promotes greater creativity and self-reliance by the tutors. (See Attachments A and B for training outlines and teaching plans for all five training sessions.)

The results of our evaluations document the effectiveness of the model.

2. We conducted a one-day workshop in November 1989 in which Peter Kline introduced integrative learning strategies to a mixed audience of tutors and adult learners already working in the program. This gave a positive kick off to the project and stimulated interest among current participants.

3. In order to train all tutors (not just new tutors) in this new model, we developed a Tutor Mentor program during the summer of 1990. Twelve "model" tutors were recruited to be Tutor Mentors and trained to conduct monthly teaching meetings with groups of 12 to 15 fellow tutors. The Tutor Mentors attend a two hour training workshop each month where they learn background on integrated learning strategies and a specific exercise or activity to teach to their group. Eight groups have been meeting since August 1990. (See Attachment C for further information.)

4. Due to a great deal of interest among literacy programs and the demand to share the model, our staff conducted 3 workshops on the model. We first presented a short workshop at the Southwest L.V.A. Conference in San Diego in the Spring. Then we offered a day-long workshop on the training in Southern California in July and in Northern California in August. These two workshops were sponsored and funded by the Literacy Chapter of the California Library Association and were attended by a total of 60 literacy staff members from around the state. The response was enthusiastic and positive.

B. EVALUATION RESULTS

Several different types of evaluation measures were conducted. We were trying to answer several questions about the training design. These included:

1. Can lay tutors with a mix of backgrounds and educational experiences effectively learn how to teach to different learning styles, intelligences and learner goals in 15 hours of training?
2. Can lay tutors effectively apply integrative learning methods in their lessons?
3. Can we design a training which promotes a more positive learning experience for students, and a more equal learning partnership?

We designed several different evaluations to answer these questions. First we had eight practicing, previously trained tutors attend the January training in order to compare the old and new models. Secondly, we had the new tutors complete evaluations of the training at the conclusion of the 4th night of training. Finally, we did a follow-up survey in September 1990 of those new tutors trained in January, April and July. These surveys were designed to assess the effectiveness of the training model itself, and to identify what strategies tutors actually used in lessons. We were also interested in seeing whether there was an increase in creativity and less reliance on text material for lesson plans.

We reviewed monthly reports and state-mandated progress reports (referred to as CALPEP) to see if goals were more clearly defined than in previous tutor groups. We have monitored learner progress and talked

with the learners to see if they feel involved as partners in learning and supported in working on their goals. (See attachment D for samples of evaluation forms and Attachment E for progress report forms.)

The following page contains 3 charts which show results of tutor evaluations. The first chart compares responses between 52 tutors trained in 1989 with the old model and 61 who went through the new model. The chart, which compares answers on several key questions, highlights several points. Overall, tutors in the new training group had a higher level of understanding of the components of the 4 part lesson plan. The only area which showed a decrease was word work, which we spend less time demonstrating in the new model. We were most interested in seeing how prepared tutors felt to begin tutoring. There was no significant difference in response between the two groups. This provides evidence that this new training doesn't scare people off, or make people feel less confident about their ability to tutor.

The second chart shows responses by tutors in the new training only. This chart indicates how comfortable tutors felt about using a variety of integrative learning techniques at the close of training. We were encouraged to find that 78% of the tutors felt comfortable or very comfortable in identifying learning styles and involving the 7 intelligences in lessons. This indicates that tutors understand and feel comfortable with these newer aspects of training. The 2 areas that tutors felt less comfortable with were specifically knowing how to involve the body in learning and using mind mapping. We did find that tutors who attended our July and September trainings felt much more comfortable with these than the first 2 groups we trained. We credit

COMPARISON OF TUTOR TRAINING EVALUATIONS

Item	N=52 Old/1989	N=61 New/1990
Question: How well do you understand the methods of the 4 Part Lesson Plan?	Well or Very Well	Well or Very Well
Language Experience	85%	92%
Word Work	92%	85%
Goal Setting	83%	92%
Goal Directed Learning	81%	85%
Using Supplemental Materials	NA	92%
Rate qualities of training:		
I feel prepared to begin tutoring.	69%	68%
Presenters were knowledgeable.	96%	95%
I feel a part of a team.	88%	83%

1990 (New Model) TRAINING EVALUATIONS (At Conclusion)

Question: How comfortable do you feel about using the following techniques?	Comfortable or Very Comfortable
Identifying learning styles	78%
Involving the 7 Intelligences in lessons	78%
Using the body to learn	58%
Getting ready activities	73%
Mind mapping	53%
Using games/fun activities	80%

FOLLOW-UP QUESTIONNAIRE

Question FEELINGS AND ATTITUDES	Agree	Agree or Somewhat Agree
19. Training gave enough info to begin.	86%	100%
17. Comfortable working w/student's learning styles.	90%	100%
21. Able to design lessons which involve 7 intelligences.	38%	81%
28. Able to teach a skill area 2 or 3 ways.	57%	95%
29. Like creating games & special materials.	29%	76%
23. Student & I are partners in learning.	86%	90%
25. Sometimes my student teaches me.	76%	95%
24. Student & I have fun learning together.	86%	95%
27. It's easy to recognize and praise student.	76%	76%
18. Feel good about goal learner and I set.	71%	95%
20. Learner is making progress towards goals.	76%	100%
22. Noticed learner's self-esteem increased.	81%	86%
30. Feel frustrated a lot in tutoring.	14%	19%

USE OF TECHNIQUES IN LESSONS	@ Least once a week	@ Least periodically
4. Language experience stories	30%	67%
5. Goal-directed learning	52%	76%
6. Word Work (word patterns)	48%	81%
7. Text Materials	71%	76%
26. Use text as main content	29%	67%
9. Use materials from other sources	62%	90%
8. Use tutor created materials	57%	95%
10. Techniques for visual thinking	24%	67%
13. Games or fun activities	33%	76%
16. Read aloud to student	76%	90%
15. Ice breakers/getting ready	43%	67%
14. Involve body in learning	5%	33%
11. Mind mapping/brainstorming	10%	24%
12. Music	0%	10%

that to some changes we made after meeting with Peter Kline in June. Mind mapping is used in training to teach people to focus and synthesize information. However, we discovered the tutors weren't clear on how to apply this technique in teaching reading and writing. After we increased their use of the technique in training their comfort level increased, but their usuage in tutoring was still low.

Chart 3 shows the responses on key questions on the Follow-up Questionnaire sent to 40 tutors who had been tutoring at least 2 months. Of the 40 questionnaires sent, 21 were returned. We have grouped these responses in categories which relate to specific issues.

Question 19 surveyed whether tutors felt training prepared them adequately. 86% agreed that they felt prepared and 100% agreed or somewhat agreed with the statement. This was an improvement over the 68% who felt prepared at the close of training. Although tutors show a high level of comfort in working with learning styles (90%), they seem to feel less able to design lessons which involve the 7 intelligences. 81% agreed or somewhat agreed that they were able to do so, but only 30% agreed that they were comfortable involving the intelligences. Yet, when asked if they could teach a topic 2 or 3 different ways, 95% agreed or somewhat agreed with this statement.

The responses to questions 23, 24, and 25 indicate that we were successful in instilling the core concepts that learning is fun, tutoring is a partnership, and that tutors often learn from their students. In addition, 71% of the tutors agreed that they felt good about their learner's goals (95% agreed or somewhat agreed with that statement). 100% felt that at least some progress was being made. Only

14% indicated that they felt frustrated in their tutoring.

The next set of questions surveyed to what extent tutors are using a variety of techniques in their lessons. The most interesting group of questions for us related to the use of text material, supplemental materials and tutor-created materials. Even though 76% of the tutors use text materials at least periodically, 90% use other types of materials at least periodically, and 95% use tutor-created materials at least periodically. Overall, we feel these numbers indicate that tutors are more creative, use more diverse materials and rely much less on teaching texts as their main source of lesson material. In addition, they use games or fun activities fairly often and 90% read aloud to their students at least periodically. Tutors did not frequently use kinesthetic learning techniques or music in their lessons. We spend almost no time discussing the use of music during the training, and this is reflected in the evaluations. We would still like to strengthen our teaching of working with kinesthetic techniques and music.

We looked at the progress reports (CALPEP) to determine whether tutors were writing more specific and measurable goals. Our review did find that most tutors were writing clear, measurable goals such as, "to read hobby magazines, to read mysteries for pleasure, to write letters to friends, to write orders at work," rather than more global goals such as "to get ahead at work, read Challenger Book 2, or read better."

In reviewing tutor monthly reports, we see an increase in diversity of lessons, the use of goal-directed materials, and tutor-created materials. Overall, we feel that this training has been successful in teaching tutors to be open to learner goals, to pay attention to

learning styles, and to be more flexible in the variety of materials they use. Learners feel more involved in helping plan lessons, take an active part in lessons, and feel that they are working towards clear goals.

C. CHANGES AND REVISIONS

As previously mentioned, we made several adjustments to successfully meet Objective 5 on training a specialized core of A.D.D. tutors. Our initial plan was to work with Phyllis Lindamood, developer of the A.D.D. method, as a consultant and trainer for this specialized group. Several developments made this infeasible.

First of all, the limit of $200 per day for consultant fees was too low to meet Phyllis's fee of $600 per day for 5 days of training. Secondly, during the period of time between writing the grant and receiving it, we had other experiences trying to train lay tutors to use the A.D.D. approach. After 16 hours of training we found our lay tutors did not feel enough confidence to use the approach. Of the two tutors who did begin using the approach, both found it difficult to get their learners to meet at least four times a week.

Because of these constraints we decided to focus on our efforts on designing an effective multi-modal training model that could be effective for our learners with auditory discrimination problems. In addition, we chose to include the A.D.D. approach to teaching consonant and vowel sounds in our final night of training which is held 6 weeks after tutors are matched and working. At this time tutors are able to apply and absorb these techniques because of their experience. We also decided to train the Tutor Mentors more thoroughly in the A.D.D. method

of teaching consonant pairs and the vowel circle so that they could teach it in their mentor groups.

In addition to this change, we also found that as we explored and clarified the core concepts of our training model that they, in fact became core concepts for our entire program. We, therefore, decided that we needed to do more to teach these concepts and strategies to everyone. We added the tutor mentor groups for greater outreach, offered 2 in-service programs on the new model for new tutors and learners, and opened all of our other group activities to learners as well as tutors.

II. BUDGET COMPARISON

Several factors prompted a few budget adjustments. A letter was sent to the Department of Education in July requesting permission to make these budget changes. Because we were not able use Phyllis Lindamood as a consultant, we received permission to reallocate the funds for her in order to pay for increased time used by the staff and tutor trainer to design and revise the training. The budget was adjusted by taking $1700 from the "other" category (where the consultant fees were budgeted) and reallocating them to the salaries category.

On the following page the breakdown shows the budget as it was approved, the adjusted budget, and the amount expended in each category.

CATEGORY	APPROVED BUDGET	ADJUSTED BUDGET	AMOUNT EXPENDED
Salaries	$ 9,000.	$10,700.	$10,847.
Travel	400.	400.	418.
Equipment	0.	0.	0.
Supplies	3,000.	3,000.	2,840.
Library Mat'l.	500.	500.	362.
Other	12,100.	10,400.	9,921.
BREAKDOWN OF OTHER:			
Consultants	10,750.	9,050.	8,531.
Local travel	200.	200.	0.
Postage	200.	200.	160.
Printing	750.	750.	983.
Telephone	200.	200.	247.
TOTAL	$25,000.	$25,000.	$24,387.

III. IMPACT ON ONGOING PROGRAM

This project has had a tremendous impact on the ongoing operation of the program. Not only has it provided us with a new and more exciting tutor training curriculum, it has deepened the philosophical base of the program in a way that affects the quality of all of our interactions and activities.

Although our program has always involved adult learners as active participants and offered group learner activities to supplement individualized tutoring, the discussions and planning required for this project forced us to really make learners equal partners in all we do. As we named and agreed upon our core concepts for training, we discovered that they translated to core concepts for the program. Our core concepts are as follows:

1. Learning is FUN (for everyone).
2. We are all teachers and learners.

3. We are equal partners in the learning process.
4. We are all readers. (Some of us just read engine diagrams and people better than we read print.)
5. Tutoring is a discovery process: the tutor is a detective.
6. Emphasize strengths to teach to weaknesses.

The specific numbers of people affected by the project are as follows:

* 40 tutors and learners spent a day in an "Everyday Genius" workshop with Peter Kline in November 1989 to learn about integrative learning.
* 69 tutors completed training under the new model during 4 sets of trainings held between January and September 1990.
* 61 adult learners were matched with these tutors during this time.
* Twelve veteran tutors have been trained to teach more about Integrative Learning as Tutor Mentors.
* Of the current group of 120 active tutors, 65% have attended at least one Tutor Mentor meeting since August 1990.
* 84 literacy staff professionals from library and community based literacy programs in California attended a staff training workshop on the Integrative Learning Tutor training model.

Overall, this has been a very rewarding and stimulating project.

IV. SPECIFIC ACTIVITIES

Although some of our activities have been described already, this this section will describe the main activities of the project in sequence.

A. **Consultation Stage**

Peter Kline, director of the Center for Integrative Learning, joined us in November 1989 to conduct an all-day workshop called, "Meet the Genius in You". This workshop allowed us (as staff) to see Peter teach integrative learning strategies to tutors and students while we observed. It also gave us a frame of reference for our planning time with Peter which followed. Twenty-one tutors and 14 learners attended the 9 a.m. to 4 p.m. workshop, and everyone rated it as excellent (see Workshop Flyer, Attachment F).

B. **Training Design**

Once we met with Peter three of us spent December and early January designing the curriculum for the new model. The design team consisted of Leslie Shelton, Director of Project Read; Holly Fulghum-Nutters, Tutor/Student Coordinator; and Joan Sheldon-Conan, Tutor Trainer.

The training that we developed was designed to be held as a series of 3 evenings and a Saturday over a three week period of time. Then, 6 weeks later, a final 2 hour session is held to teach specific approaches and provide for follow-up and check in. This model is 15 hours in length (3 hours more than our previous training.)

Although the new model includes the standard information included in most tutor trainings such as the four part lesson plan (language experience, word work, goal directed learning and text work) we put most of our effort into designing the following components.

1. Core Concepts: In order to set the tone for training and create an open and accepting attitude among the potential tutors, we felt it

was necessary to name and present a series of core concepts that are the basis for our program operation and training. These concepts, which have been previously listed, include statements such as "we are all learners and teachers, everyone is a reader, focus on assets to teach to weaknesses." By naming and discussing these concepts the groundwork was laid to create equal relationships and recognize everyone's strengths, including the learners.

2. Learning Styles & the Seven Intelligences: It was important to us that tutors have some basic awareness and understanding that each of us has several learning styles, and that how information is presented is critical to how well another person is able to take in and integrate information. In addition to explaining the concepts, we created exercises in which tutors could practice and apply these concepts throughout training.

3. Modeling: We designed and redesigned exercises so that we would model how to engage several learning styles and intelligence systems as we taught material to the tutors. We found it important to stop and examine how many intelligences were involved in an exercise after teaching it. For example, we would have the tutors analyze language experience. As a result, they discover that 6 of the seven intelligences are involved. Another example is that the first night each person makes a name tent, and as part of the exercise is asked to think of a symbol that represents a quality they bring to training. They then draw the symbol on the name tent, share their symbol with a partner, and introduce one

another to the whole group. Later, after learning about the 7 intelligences, they come back and see how many were involved in this exercise.

4. Practicing Techniques: It was critical for tutors to practice designing lessons that involve the 7 intelligences during training and in homework assignments. We felt that we needed to build in as much small group and individual practice as possible so that we could see how well they were able to apply what they were learning. (See Attachment B for the teaching outlines developed for all 5 sessions.)

5. Emphasize Creativity and De-emphasize Texts: The four-part lesson plan was stressed as a structure for lessons. In this training we placed more emphasis on goal directed learning, and tutors were assigned a number of homework exercises to practice designing games and goal-directed activities. Although a variety of text materials were shown and discussed at training very little emphasis was placed on text material. Our hope was to empower tutors, encourage creativity and decrease reliance on text materials as a major source of lesson material.

6. Including Whole-Language Activities & A.D.D. Techniques: The whole-language approach involves immersion in the language, with equal stress on reading and writing activities. These activities, including reading aloud, being read to, writing poetry, using story circles, and duet reading are taught as part of the overall approach to involving the learner in multi-modal learning approaches.

A.D.D. techniques, which integrate the use of ear, eye, and mouth in learning consonants and vowels are taught the fifth night of training, after tutors have been working for a month and can understand and apply the information more effectively.

7. Support Materials: Because we did not have a standard tutor text for the tutors to read in this new model, we created a packet of reading materials for each session. See a list of handouts attached to the outline for each session (Attachment B).

In addition to the reading material, we developed a series of charts to reinforce the visual learning style. Tutors are taught mind mapping, and are asked to use this technique to summarize several training sessions. The use of music is demonstrated in several sessions, but is not stressed. We struggled most with teaching ways to involve the body (kinesthetic intelligences) in learning. Many of our learners are strongly kinesthetic learners, but few of our tutors are. This was probably the greatest challenge in the training design. Our teaching of this improved after Peter Kline's return visit in June.

C. **Implementation Phase: First Training January-February 1990**

This training was conducted during the months of January and February. Eight veteran tutors attended training as evaluators and 19 new tutors were trained. Based on feedback from the evaluations of both groups, we made several adjustments. These included adding more paired teaching experiences and more practice with kinesthetic learning approaches. The training was given again in April with additional adjustments in timing and exercises.

D. **Evaluation/Consultation with Peter Kline**

Peter returned in early June to review and respond to our training model and to brainstorm solutions to areas where we felt stuck. Peter also presented a half-day workshop called a "Peter Kline Free for All". The focus of this workshop was on using music in lessons, involving the body in learning, and visualization techniques. We chose these areas of focus because these were the ones we felt least successful teaching in training. Peter modeled a number of ways to have tutors and learners problem-solve kinesthetically, which we found insightful. Yet, kinesthetic learning is still the most difficult for tutors to apply in their lessons.

We conducted the training one final time during the grant period in September 1990. With four full sets of training, we feel that we have fine-tuned the curriculum successfully. Our concerns have continued to be the difficulty of presenting a great deal of material over a short period of time with as much practice as possible. In total 69 tutors completed training in this model.

E. **Teaching Integrative Learning to all Tutors & Learners**

In order to have as many tutors and learners be exposed to this model, we held two in-services for tutors and learners in February and March 1990. (See Attachment F) The February meeting, called "Meet the New Project Read", introduced participants to integrative learning and a number of the activities. The second in-service was done to present the concept of a learning center, which would include monthly group activities for learners as well as for tutors. The Tutor Mentor program (previously explained) was designed to replace

monthly tutor inservice programs. We also wrote articles in the Tutor and Student newsletters to explain the program. (See Attachment G.)

Attachment H includes flyers describing the variety of learner activities and tutor/learner events offered during the grant period to reinforce the training model.

MATERIALS PURCHASED

The following materials were purchased as part of this project:

1. 40 copies of Integrative Learning packets for those attending the November 1989 workshop. (Supplied by the Center for Integrative Learning, Syracuse, N.Y.)
2. 40 copies of Peter Kline's book The Everyday Genius and Accelerated Learning given to participants in the November 1989 workshop.
3. 32 copies of The Everyday Genius, 12 for placement in 6 library collections in Northern San Mateo County and the remainder for new and current tutors interested in further reading.
4. Three tape recorders for tutors/learners to use in lessons.
5. A set of 15 tapes of classical music for accelerated learning produced by Accelerated Learning Systems, Denton, Texas.
6. 1 complete set of A.D.D. teaching materials including 1 copy of Book 1 and 2, 4 sets of letter symbol tiles, 4 sets of colored blocks, 4 sets of letter cards, and 1 set of felts with consonants and vowel sounds.
7. 100 packets of tutor training materials were printed and compiled for each of the 5 training sessions.

LOCAL PUBLIC LIBRARY INFORMATION

1. **Names and locations of agencies who volunteered services:**

Many local organizations support our literacy program. I will not name all of them. The following organizations provided assistance to this particular project. The Literacy Chapter of the California Library Association provided funding and coordination for the two professional staff workshops held in northern and southern California. The California Library Association is located in Sacramento. The Literacy Chapter has no set office but is administered from the office of the current chair. During the grant period the chair was Brenda Gray at the Santa Clara County Office of Education in San Jose. In addition, the Southwest Region of the Literacy Volunteers of America, organized the conference in which we presented a workshop on the training model. The conference was coordinated by the Huntington Beach L.V.A. program.

2. **Amounts and types of materials acquired to support literacy activities:**

This report has previously discussed the types and materials used to support this project. We use a variety of text materials that were not purchased with these grant funds. Our choices of texts include the Challenger Series, books 1 through 8 by New Readers Press; the Reading for Today Series by Steck-Vaughn; and a variety of specialized materials for writing, grammar, spelling, and GED preparation. We use the Laubach Way to Reading books with a very few learners who have very little knowledge of the alphabet. In addition to the text materials that can be checked out directly from our office, we have collections in 6 library locations that contain about 1000 titles of high interest/low reading level books for learners and support materials for tutors.

3. **Names and locations of libraries supporting literacy programs:**

Project Read in North County offers services for the libraries of the cities of South San Francisco(2 branches), Daly City(4 branches), Pacifica (2 branches), Millbrae, and Brisbane. These were the libraries which directly benefitted from this project.

4. **Number of volunteers trained to serve local literacy programs:**

During the project period of November 1989 through September 1990, 84 tutors began training and 69 completed training. During a typical fiscal year, we train approximately 100 new tutors and retain 100 current tutors.

5. **Number of adults participating as students in the project:**

Sixty-one learners were matched with the 69 tutors trained during this project.

ATTACHMENTS

ATTACHMENT A

OUTLINES OF TRAINING

PROJECT READ
North San Mateo County

A program of
South San Francisco &
Daly City Public Libraries

(415) 877-5329

PROJECT READ TUTOR TRAINING

Session One

STAFF: Tutor Trainer: Joan Sheldon-Conan
Tutor-Student Coordinator: Holly Fulghum-Nutters
Director: Leslie Shelton
Office Manager: Deborah Koenig

7:00-7:30 pm	Welcome Introductions - Qualities you offer as a tutor
7:30-7:35	Overview Of Training - What our hopes and expectations are - What you'll be learning in the next couple of weeks
7:35-7:55	Who Are Our Learners - Project Read slide show - Discussion of the strengths and motivations of adult students
7:55-8:10	We Are All Readers - A different view of reading
8:10-8:20	Moving Beyond Literacy - What is the link between literacy and life?
8:20-8:40	Looking At The Way We Learn - Exploring different learning styles and intelligences
8:40-8:45	Making Connections - Where Project Read fits into the California Literacy Campaign
8:45-8:50	Journal Writing
8:50-9:00	Summary - Core Concepts

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So. San Francisco Public Library · 840 West Orange Avenue · So. San Francisco, CA 94080

9:00-9:10 Homework Assignment

HOMEWORK:

- Using the Learning Styles inventory in your homework packet, determine the learning style of someone you will see before our next tutoring session and bring the result with you to the next class.

- Read the material on learning styles and be ready to discuss it.

- Bring lunch on Saturday!

TRAINING HANDOUTS FOR SESSION 1

1) Agenda

2) "An Orientation to Literacy"

3) "Theory of Multiple Intelligences Challenges Educational Programs"

4) "Six Keys to Quicker Learning"

5) "Plain Talk On Building the Chain of Learning"

6) "Barsch Learning Style Preference Form"

7) Application for Permission to Participate

PROJECT READ
North San Mateo County

A program of
South San Francisco &
Daly City Public Libraries

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PROJECT READ TUTOR TRAINING

Session Two

9:00-9:10 am	Greetings, Discussion Of Homework - Overview of the day
9:10-9:20	Getting Ready: The Good & The New
9:20-9:35	Reading--What Is It? - What do you remember about learning to read and reading in the past
9:35-9:45	Different Approaches To Reading - The traditional approaches - Our approach
9:45-9:55	Assessing The Student - Explanation of the Project Read interview and assessment
9:55-10:20	Viewing The Student As A Whole - Looking at vocabulary, comprehension, phonics skills and learning styles in an ongoing assessment process
10:30-10:40	Break
10:40-10:45	Multi-Modal Exercise
10:45-11:20	Meeting The Student - Hearing their stories - Identifying interests, skills, goals
11:20-12:00	Goal Setting - Isolating short- & long-term goals - Identifying tasks
12:00-12:30	Lunch
12:30-12:40	Getting Ready: Body Words
12:40-12:45	4-Part Lesson Plan And The Learning Cycle - Overview

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12:45-1:15	Language Experience - Introduction - Videotape - Paired practice
1:15-1:45	Word Work - Introduction to word pattern practice - Paired practice
1:45-1:50	Using Games In Lessons
1:50-2:05	Review Learning Styles and 7 Intelligences - Relate to lesson planning
2:05-2:10	Summary Of Day
2:10-2:15	Homework Assignment

HOMEWORK:

- Read the handout-- Games & Activities. Select a game and play it with another person.

- Create your own game using the Word Pattern List, and identify the learning styles being used to learn it.

- Read the handout--Language Experience. See if you can come up with one other activity you can do with Language Experience.

TRAINING HANDOUTS FOR SESSION 2

1) Agenda

2) "The Language Experience Story"

3) "Sight Words"

4) "Vocabulary-Building Methods"

5) "Word Patterns"

6) "Four-Part Lesson Plan"

7) "Games and Activities"

8) Tracy's RDPA

9) "Reading & Writing Skills"

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PROJECT READ TUTOR TRAINING

Session Three

7:00-7:05 pm	Welcome Back
7:05-7:25	Paired Teaching - Teach the game you prepared for your homework to another tutor
7:25-7:30	Overview Of The Evening - What we've learned so far - What we'll learn tonight
7:30-7:50	Meet A Tutor/Student Pair
7:50-8:05	Working With Specific Learner Goals - Brainstorm activities to meet goals
8:05-8:15	Dealing With Unclear Or Vague Goals - How to generate ideas/goals • Wishes & Dreams • 10 Things I Love To Do • Writing/Reading Goals from Life Goals
8:15-8:20	Relating Reading & Writing Goals To Life Goals
8:20-8:35	Evaluating Learner Progress - Overview of CALPEP (California Adult Learner Progress Evaluation Process) • How to administer • Tie into goals - Writing goals for CALPEP & Monthly Reports
8:35-9:05	An Overview Of The Materials Used In Tutoring - A chance to look at some of the ways Project Read materials can be used.
9:05-9:15	Questions & Summary

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HOMEWORK:

- Meet with another tutor in your training group. Based on the information on the student biography, create ways to teach a goal-directed activity. Use the Project Read collection in the library as a resource. Bring your material and ideas with you.

- Read the article titled "Getting Ready" and the article on comprehension.

- Read the following material:
  - To The New Tutor
- The First Tutorial Session
- Tutor Report Forms

- Fill out the Tutor Training Evaluation

TRAINING HANDOUTS FOR SESSION 3

1) Agenda

2) "Examples of Learner Goals"

3) "Description of CLC Reading/Writing Levels"

4) CALPEP Where We Started

5) Monthly Report Forms

6) Tutor/Student Match Form

7) Evaluation

8) "Getting Ready"

9) Developing Comprehension Skills

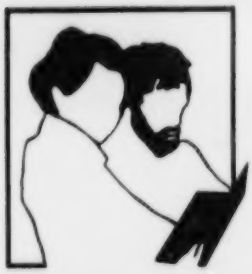
10) "To The New Tutor"

11) "The First Tutorial Session"

12) Sites Available for Tutoring

13) Goal-Setting Packet

14) "10 Things I Love To Do"



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PROJECT READ TUTOR TRAINING

Session Four

7:00-7:05 pm	Welcome Back
7:05-7:15	Getting Ready Activity - "Think And Listen"
7:15-7:45	Teaching Triads - In groups of 3, one person teaches, one person learns, and one person gives feedback.
7:45-8:20	Comprehension - Overview - Literal comprehension and use of context clues: "Jabberwocky" - Using poetry to teach comprehension: "Los Angeles 1936"
8:20-8:40	Other Kinds Of Reading - Silent Reading: how to monitor silent reading - Whole Language approach to reading: the importance of reading aloud to your student.
8:40-9:00	Story Circle - Validation of different points of view - Summarization through Haiku
9:00-9:10	Summary Of Training
9:10-9:15	Closing

HOMEWORK:

Bring completed CALPEP form to Training night 5.

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TRAINING HANDOUTS FOR SESSION 4

1) Agenda

2) "From Oral to Silent Reading"

3) Inquiry Worksheet/"Los Angeles, 1936"

4) "Poetry Forms and Writing Activities"

5) "The Role of Games in Learning"

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PROJECT READ TUTOR TRAINING

Session Five

7:00-7:10 pm	Welcome - Review of Core Concepts
7:10-7:40	Review Learner Goals from CALPEP - What's Working?
7:40-8:45	Challenges For Tutors - Spelling - Auditory Discrimination Problems - Error Handling
8:45-8:55	Duet Reading
8:55-9:05	Using Music in Teaching
9:05-9:10	Review
9:10-9:15	GRADUATION!!!

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TRAINING HANDOUTS FOR SESSION 5

1) Agenda

2) "Spelling Expectancies"

3) "Checklist for Analysis of Spelling Errors" (Andre)

4) "Checklist for Analysis of Spelling Errors" (blank)

5) "The A.D.D. Program - Auditory Discrimination in Depth"

6) "How to Handle Errors"

7) "Duet Reading"

8) "Duet Reading" Reading Exercise

ATTACHMENT B

TRAINER CURRICULUM GUIDES

TIME	WHAT	HOW AND WHY	WHO	GROUP INTERACTION	MATERIAL
7:00 - 7:10 pm	1. Welcome	To welcome trainees to training To stress the importance of starting on time.	Leslie	Whole	
7:10 - 7:30	2. Introductions	a. ask tutors to reflect on a quality that they bring to tutoring. What symbol would represent that quality? (eg) light bulb, a question mark. b. each tutor draws their symbol on bristol board or on a piece of paper c. pairs interview each other about their symbols d. each person introduces partner and talks about the partner's symbol. e. staff member gives rationale behind exercise. *importance of using visual skills *memory	Joan	Whole Individual Pairs Whole Whole	Bristol board or stiff paper Crayons (dark)
7:30 - 7:35	3. Overview of Training	Brief explanation of: *Integrative Learning, learning styles and intelligences, core concepts *What tutors will get out of tutoring *Physical realities of tutoring .dates of training sessions .how often they'll meet with students .where they'll meet .our program limitations - not an ESL program - not a special education program *What we're expecting from tutors non-judgemental, confidentiality, flexibility, patience, sense of humor	Leslie Joan Holly Staff	Whole Whole Whole Whole	
7:35 - 7:55	4. Who our Learners Are--Strengths & Motivations of literacy students	1. View Project Read Slide Show 2. Brainstorm and mind map the strengths and motivations of literacy students--why do they join Project Read?	Joan Joan	Whole Whole	Project Read Slide show Paper/pens
7:55 - 8:10	5. We're All Readers	1. View and discuss how we read non-text material What strategies do we use as we look at: *maps *wood *posters *pictures/photographs	Staff	Whole	Poster, wood pictures, maps
8:10 - 8:20	5. Beyond Literacy	1. Literacy involves more than just reading. Take a few moments to answer "What is Literacy?" Be ready to discuss it in small groups. 2. Small groups share with whole group	Holly	Small Whole	

SESSION ONE
Dec. 1990

Time	What	How and Why	Who	Group Interaction	Material
8:20 - 8:40	How we Learn a. Learning theory, styles & Intell. b. Modes of perception	1. Explain impact of learning styles and intelligences on people 2. Right/left brain demonstration 3. Explanation of learning styles & intelligences and how to assess-- 4. Learning cycle 5. Modes of perception--guided visualization	Leslie Leslie L L	whole whole	charts: *Learning Styles * 7 intelligences * cycles Tape player Tape: Golden Voyages
8:40 - 8:50	What is the CLC and how do we fit? (CLC=California Literacy Campaign)	Explanation of *CLC network *funding picture *where we fit *community link up *Tutor Mentor Program	Les J & H	whole	Overhead Projec Transparancy: CLC
8:50 - 9:05	Summary	Explain what a mind map is, ask small groups to write training one in the center of their papers, circle it and write all of the different ideas that they learned from tonight's training. Each group shares their mind map with the whole group.	Joan	small	Paper/pens
9:05 - 9:10	Homework	1. Read all of the material in the packet 2. Use the Learning assessment tool to determine someone else's Learning style. 3. Bring lunch on Saturday. Wear comfortable clothes.	Holly		

TIME	WHAT	HOW AND WHY	WHO	GROUP INTERACTION	MATERIAL
9:00 - 9:10 am	Welcome Back Getting Ready Exercise: The Good & New	*To demonstrate a useful tutoring technique, ask partners to share something that has happened in the last week that is good and new. *People share stories *Staff gives rationale and names technique being used. [Alternate idea: Ask people to share in partners what brought them back to today's session.]	Joan Joan Joan Les	 pairs whole	
9:10 - 9:15	Overview of day	*An explanation of what we will be covering during day Different approaches to reading Assessing reading How to set goals Using the four part lesson plan 1. Language Experience Stories 2. Word Work Using fun in learning Review of learning styles and intelligences	Joan	whole	
9:15 - 9:20	Review Homework	Share stories about what they found out about different learning styles, difficulties and successess with the assessment tool.	Holly	whole	
9:20 - 9:35	Reading- What is it? What do you remember about it?	*Visualize a time in which you had a pleasurable reading experience. (Joan paints a word picture). *As tutors share what they remember, we mind map. *Staff gives rationale, importance of visualization, importance of mind-mapping to capture ideas.	Joan Les	individual whole	 paper/pens
9:35 - 9:45	Different Approaches to Reading	Explanation of traditional views of reading *top/down--whole word approach *bottom/up--phonics approach Our approach *interactive--involving decoding, vocabulary, comprehension and application.	Joan Joan	whole whole	 Felt board felt pieces
9:45 - 9:55	Assessing the student	Explanation of the Project Read Assessment process Qualities a student has to have *courage *commitment *need for confidentiality	Holly	whole	
9:55 - 10:20	San Diego Quick Test	Explanation of SDQT Review of phonics elements and sight words Paired practice	Joan Joan	whole pairs	Overhead SESSION TWO Page one Dec., 1990

TIME	WHAT	HOW AND WHY	WHO	GROUP INTERACTION	MATERIAL
10:20 - 10:30	Tutor's ongoing assessment	We view students as a whole person, not just a word caller. Tutors need to continue to explore and assess who their students are what they need, and how to meet those needs	Joan	whole	felt pieces felt board
10:30 - 10:40	Break				
10:40 - 10:45	Multi-Modal Exercise	Show multiple stimulation of brain by doing Multi-modal exercise	Leslie	whole	
10:45 - 11:20	Meeting the student	*Stress the importance of sharing stories..asking students to explain where their reading problems started. *In pairs, talk about something you tried to learn this year. It could have been a successful experience or an unsuccessful one. What helped you learn? What got in the way? *Watch video-tape of Tracy meeting his tutor first time	Leslie Joan Joan	whole pairs (list what supports learning/ what breaks learning) whole	List on Board: Learning Helps Learning Barriers Video-tape Frontier College
11:20 - 12:00	The First Interview	*Review some of the techniques that Tracy's tutor used while interviewing him. *Ask tutors to interview each other about a current life goal *Share as a whole group the experience	Joan Joan Joan	whole pair whole	
12:00 - 12:30 pm	Lunch				
12:30 - 12:40	Body Words	Each group of 4 to 5 people choose a word and forms the letters with their bodies. Give rationale.	Leslie	Small	
12:40 12:45	4-part Lesson Plan	Overview of the 4-part lesson plan	Joan	whole	Chart: 4-part Lesson Plan
12:45 - 1:15	Language Experience	*Describe Language Experience Stories *Watch Video of Tracy doing a language exp. *Paired practice of language experience stories *Staff member shows tutors Dreams in Our Book The Drum Remembering Books with photographs for stimulating stories	Joan	whole pairs	VCR video tape Frontier College

TIME	WHAT	HOW AND WHY	WHO	GROUP INTERACTION	MATERIAL
1:15 - 1:45	Word Work	*Give overview of word work and word pattern practice *Expansion activities including, prefixes, suffixes, root words, antonyms, synonyms *stress the importance of creating personal dictionaries	Joan	whole whole	
1:45 - 1:50	Having fun while Tutoring (Using Games)	*Staff plays spelling game like Hangman with tutors *Staff gives rationale for playing games: emphasis on pacing and breaking up lesson	Joan	whole	Refer to handout in packet on game
1:50 2:05	Review of 7 Intell.	Each group is given a card with a description of one of the seven intelligences on it. Groups must pantomime that intelligence using the mode of the intelligence. Whole group identifies intelligence. Staff gives rationale behind exercise. Review, a different way to learn, a way to connect to memory.	Leslie	small	Cards
2:05 - 2:10	A Review (mind map)	In small groups, each group puts the word session #2 in in the center of their paper and mind maps the ideas that they've learned from the session	Leslie	small	paper/pens for 7 groups
2:10 - 2:15	Homework	*Read all of the handouts in the homework packet. *Read the handout--Games and Activities. Select a game and play it with another person. *Create your own game using the Word Pattern List, and be prepared to teach it to another tutor during our next session. *Read the handout--Language Experience. See if you can come come up with one other activity you can do with language experience stories.			

TIME	WHAT	HOW AND WHY	WHO	GROUP INTERACTION	MATERIAL
7:00 - 7:05 p.m.	Welcome back	Welcome and quick homework reveiw	Joan	whole	
7:05 - 7:25	Paired Teaching	*In pairs, each tutor will teach another tutor the game that was prepared as a part of their homework assignment (session #2). *After approximately 8 - 10 minutes, switch partners *Share some of the games with the whole group.	Joan Joan	pairs whole	
7:25 - 7:30	Overview of the Evening	Review *What we've learned so far--core concepts, learning styles and intelligences, motivations and strengths of learners and tutors, 4-part lesson plan. *What we'll learn this evening--We'll meet a student/tutor team, work on writing specific goals and different ways to meet those goals.	Holly Joan	whole whole	
7:30 - 7:50	Meet a Student/ Tutor Pair	Introduce our guest speakers *After Student/Tutor talks about their experiences ---tutor trainees can ask questions.	Joan	whole	
7:50 - 8:05	Working with Specific Goals	Using Tracy's goals (Video-tape, session #2), identify activities which will help him meet those goals. Break the group into 5 groups and after assigning 1 goal to each group, ask them to brainstorm activities to meet goals. Share the results with the whole group	Joan Joan	small whole	
8:05 - 8:15	Dealing with Unclear Goals	*Explain that many goals are unclear and learners sometimes need help clarifying goals. *Offer the following activities to help clarify goals -Wishes and Dreams (Cari's story) -10 Things I love to do (in packet) -Goal setting packet (in packet)	Leslie	whole	
8:15 - 8:20	Relating Reading Goals to Life Goals	Using the visiting student's goals, brainstorm ways to meet that student's goals. Break into small groups and brainstorm ways to meet goals. Share activities with group.	Leslie Leslie	small whole	

SESSION THREE
December, 1990
Page One

TIME	WHAT	HOW AND WHY	WHO	GROUP INTERACTION	MATERIAL
8:20 - 8:35	Evaluating Learner Progress	Overview of CALPEP *What it is and what information it supplies *How to administer it *How it ties into goals *How it ties into the monthly reports	Leslie Joan Holly	whole	
8:35 - 9:05	Materials Used in Tutoring Distribute samples	Show what kind of information and curriculum is in one of the sets of texts available from the office. & Ask small groups to evaluate and present textbooks to the rest of the group. Evaluate on the basis of the following questions: *How is the information presented? *What kinds of visual aids or other graphics are used? *Is it a high interest book for adults? *Is the information relevant to adult needs? *What's your general evaluation of the book? Present types of books we use--textbooks, skills based books, readers. Remind tutors about the books in the collection and show them the binder which lists books by type and reading level	Holly Holly	whole small	Texts Books from the Office Books from the Collection Binder
9:05 -	Homework	*Meet with partner. Based on information on the student biography, come up with ideas to teach a lesson based on goal-directed learning. Use the collection as a resource to find material. Bring the material with you and be prepared to teach your lesson with your partner to another tutor pair. Please write up the lesson on the enclosed activity sheet. *Read the article on comprehension. *Fill out the tutor training evaluation. *Read all additional material in your packet.			Activity Sheet SESSION THREE December, 1990 Page Two

TIME	WHAT	HOW AND WHY	WHO	GROUP INTERACTION	MATERIAL
7:00 - 7:05	Welcome		Joan	whole	
7:05 - 7:15	Getting Ready: Think & Listen	*In groups of 3 talk about the strengths you bring to tutoring, what your needs are and what your concerns are. One person talks, the other listens without making comment or adding to the conversation. *Whole group shares the experience of listening without interrupting..what made it difficult, what was beneficial? Staff mind-maps conversation. *Staff gives rationale for exercise..importance of refining listening skills, letting people finish their thoughts.	Holly Holly	small whole	paper/pens
7:15 - 7:45	Teaching Pairs	*In groups of four (2 pairs), each pair will teach the homework assignment they prepared. *Feedback for whole group, what made these lessons work? What were their strengths? How do they relate back to the core concepts? What learning intelligences or styles were being used?	Joan	small whole	Chart for Feedback: - one strength - one suggestion - one question
7:45 - 8:20	Comprehension Overview.	*Overview of comprehension--remind them of how they read the poster and some of the strategies they use to comprehend. (Session one)	Joan	whole	poster of dancer's legs
	*Literal Comprehension	*By using the poem "Jabberwocky", staff demonstrates use of context clues to understand meaning *Tutor group choral reads "Jabberwocky" *Explanation of choral reading and effect on fluency.	Joan	whole	Chart: Jabberwocky
	*Poetry to teach comprehension	*Explanation of different kinds of comprehension questions (see session #3 homework packet). *Using the poem "1936" tutors create different kinds of comprehension questions. a. Tutor reads poem aloud b. Whole group broken into small groups (4 or more) c. Each group is assigned a type of comprehension question: literal, inferential, cricital, or creative. d. The groups share their questions with the whole group.	Joan	small whole	

TIME	WHAT	HOW AND WHY	WHO	GROUP INTERACTION	MATERIAL
8:20 - 8:30	Other kinds of Reading -Silent Reading	How to monitor silent reading *Hand out "Eggs" (sample of lesson from Challenger 2) *ask them to find "Why it is important for the eggs to hatch at the same time? *tutors read silently and then answer question. *discuss ways to guide a reader through silent reading. *discuss pre-reading techniques and brainstorming techniques	Joan	whole	handout "Eggs"
	-Whole language Approach	*Stress the importance of reading aloud to students and letting them choose some of their own books.	Holly	whole	
8:30 - 8:45	Story Circle	*Explain importance of oral tradition in cultures and the value of stories to teach values/morals *Story teller tells story. *Teller asks people what they thought the truth was in the story and acknowledges the different perspectives that people have. *Teller presents the Haiku form *Teller asks the tutors to write a haiku which summarizes their truth. Tutors share their haikus with group *Teller emphasizes the importance of using poetry in tutoring and lists some of the benefits.	Leslie	whole individual whole	Chart: Haiku sample
8:45 - 9:00	Summary	Use Tracy's lesson plan to summarize 4 part lesson plan How does his plan incorporate *reading process *core concepts *learning theory	Joan Joan Holly Leslie	whole	
9:00 - 9:15	Closing	Think of one word that describes how you are feeling about the training or being matched. MAKE SURE EVALUATIONS ARE HANDED BACK. Reminder: Next training date, bring completed CALPEP.	Joan	whole	koosh Session four Page two

TIME	WHAT	HOW AND WHY	WHO	GROUP INTERACTION	MATERIAL
7:00 - 7:05pm	Welcome back Review Core Concepts	Welcome Ask them--what core concepts do they remember? Now that many of them are tutoring, are they able to use any of the core concepts in their tutoring?	Joan	whole	Chart: Core Concepts
7:05 - 7:30	CALPEP	Review CALPEP and what it is for. Ask them to pull out their completed CALPEP's. Establish criterions. In groups of 3, share what they discovered about their learner's goals, give and get feedback about how the goals are written. Are they clear, concise and measurable? Staff floats around to answer any questions and to give feedback where necessary. Share with group,	Joan Joan	whole small whole	
7:30 - 7:50	Challenges for Tutors: *Spelling	Overview of why certain skill areas are more of a challenge than others. Overview *Why is spelling a problem? *Analysis of error patterns *Review of learning styles *In small groups, ask each group to teach spelling using 1 specific learning style *Share ideas with the group.	Joan Joan Holly	whole whole small whole	Overhead transp. Spelling Error Analysis Sheet Chart: Learning Styles
7:50 - 8:10	ADD. (Auditory Discrimination In Depth)	Overview *Brothers *Vowel circle *How ADD relates to spelling	Joan	whole	ADD Graphics felt board consonant bros.
8:10 - 8:30	Error Handling	Quick Overview *What kinds of problems have you discovered your students are having? *Tutors act out the problems their students are having, Joan models how to work with those problems. Presents 3 key ways to address an error *Using a writing sample taken from World Ed. or the one that we set up, divide the group into triads--1 student/1 tutor/1 observor. Based on the sample, and using methods described above, work with each other on handling problems. The observor should watch and give feedback after the student and tutor have worked together.	Joan Joan	whole triads	Chart: Error Handling Writing samples

TIME	WHAT	HOW AND WHY	WHO	GROUP INTERACTION	MATERIAL
8:30 - 8:40	Duet Reading	Overview After explaining duet reading, Joan leads group through the handout "Facial Expressions"	Joan	whole	Handout: Facial Expres
8:40 - 8:50	Visualization/Memory and Music	What do they remember about the walk they took during session #1? How did music bring or cement that memory? Importance of using music, when possible, in tutoring. *Share Cari's story about using music to relax student during tutoring.	Leslie	whole	
8:50 - 9:10	Summary	Ask them to mind-map some of the main ideas that they've gotten from tutor training.	Joan		
9:10 - 9:15	Graduation	Hand out certificates and copies of Dreams...in Our Book			Tape player: "Ode to Joy"

ATTACHMENT C

TUTOR MENTOR MATERIALS

TUTOR MENTOR JOB DESCRIPTION

TYPE OF WORK:	Tutor Mentor
PURPOSE:	To set up communication, training and support systems for tutors through monthly meetings which will be run by a Tutor Mentor who has been selected by the Project Read Staff.
TRAINING AND SUPPORT:	The Project Read staff and Tutor Trainer will offer: *An orientation to the Tutor Mentor system. *Monthly meetings designed to help the Tutor Mentors facilitate their groups. The meetings will offer suggestions to enhance lessons and design strategies to address different learning styles.
DURATION OF JOB:	12 months
TIME AND PLACE:	The Project Read staff will provide the Tutor Mentor with the names for their tutor mentor group. Tutor Mentors will select the best possible time and location for their groups based on consensus.
DUTIES:	*Attend monthly meetings with Project Read staff for training. *Conduct monthly meetings with the Tutor Mentor Group to share the ideas from the training. *Create a learning environment in which all participants will share their expertise. *Communicate with the Project Read staff.
QUALIFICATIONS:	*Must have tutored for six months. *Must be willing to make a 12 month commitment as a Tutor Mentor. *Must be willing to maintain contact with group members and Project Read staff. *Must be dependable and prompt.

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*Should have good group facilitation and communication skills.

*Should have a sense of humor and fun.

FRINGE BENEFITS: *Development of group facilitation skills.

*Development of creative problem solving techniques.

*Professional support from Tutor Trainer and Project Read staff.

*Exposure to newest learning theory and strategies.

*Membership in a very special group of people, THE TUTOR MENTORS.

Tutor Mentor Handbook

June, 1990

Written by

Holly Fulghum-Nutters
Peter Kline
Carl Renz
Joan Sheldon Conan
Leslie Shelton

THE GREAT ADVENTURE

PURPOSE

The underlying philosophy of the Tutor Mentor program is that everyone is a teacher and everyone is a learner, and that peer groups can most effectively serve to enrich and support the work of each of us.

When we come together to share our ideas and learn from one another, we become encouraged to try new things in our lessons.

The tutor mentor groups will offer new learning strategies which can be applied to tutoring sessions. They also provide a place to applaud successes and brainstorm solutions to challenges.

CORE CONCEPTS

The core concepts of the Project Read Literacy Program allow for a new definition of the learner and of the learning process.

Through an understanding of these concepts, we build a firm foundation for learning. They include the following:

1. We learn more easily when learning is fun.
2. We are all learners and teachers.
3. Everyone can read.
4. We need to focus on assets rather than deficits.
5. Learners and tutors are equal partners in a learning relationship.
6. Errors are useful in highlighting what needs to be learned.
7. People learn better when they are interested in what they are learning.
8. Everyone has a different approach to learning.
9. Learning and tutoring is the process of exploration. We are all detectives and explorers in that process.
10. If we can rediscover how we learned as children, we will discover effective techniques that can be applied to adult learning.

The Tutor Mentor program will help us discover and design ways to apply these concepts in our lessons.

Accepting that we are all learners is essential to successful tutoring. Because we view both learners and tutors as equal partners, we anticipate that learners will have the opportunity to teach tutors and that tutors will not only be receptive to the learning experience, but will encourage their learners to take that opportunity. As tutor become learners and learners become tutors, a dynamic and exciting process occurs that is less directed by teaching text and more directed by the interests and goals of the learners and tutors.

Effective tutoring sessions are based on the premise that tutors and learners are detectives who are always considering new areas of learning to explore. As tutors, you need to explore with your learners the strengths they bring to tutoring and build on those strengths. Errors give tutors clues they need to strengthen certain skill areas. Hence errors are viewed as windows of opportunities because they highlight the work that needs to be done.

We know that learners already have a set of reading skills which we can discover. They may read car engines well, or trees well, or people well. From this viewpoint, the job of the tutor is to discover how learners read and engage them in applying these skills to the reading and writing process. As a result, learners have more ownership in the learning process and take more responsibility for learning.

Studies show that in all subjects, people learn best when the learning process is fun, interesting and has direct application to their lives. Recognizing that learning can and should be a fun process frees us and our students from the confines of lifeless tutoring sessions.

TRAINING MODEL

Out of our core concepts we have derived a tutor training model that has served as a framework in building the tutor mentor program. This training model recognizes each of us as a learner who uses different learning styles and intelligences along with different motivations for learning. Learning takes place in a variety of ways and modes. Our receptiveness to how others learn, coupled with individualized instruction, creates effective learning situations.

The model focuses on understanding and using the seven intelligences (musical, kinesthetic, linguistic, logical-mathematical, interpersonal, visual or spatial, and intrapersonal) when planning lessons. Because most teaching of reading and other subjects relies heavily on only two of the seven intelligences (linguistic and logical-mathematical), many of our learners were left out of the learning process. When we engage many or all of the intelligences through an integrative learning process, our students can learn more quickly and effectively. By engaging the learning styles of our students, (visual, auditory, kinesthetic, print oriented, or interactive) and turning the responsibility for learning over to them, tutors can focus more on creating a positive environment and structuring lessons that promote discovery. The end result is that tutors and students are empowered, and enjoy sharing their discoveries and ideas with others in the tutor mentor groups.

Our training model has goals, structures and processes, but is meant to be expanded and further defined by each person who uses it.

MEETING ORGANIZATION

The organization of the regular Tutor Mentor meetings will be left to the facilitators, but should follow certain general principles.

Each Tutor Mentor group will be composed of approximately 15 members, based on geographic locations. Each group will come to a consensus on what day of the week their monthly meeting will be, and where they will meet. It will be up to the tutor mentor to contact the members of the group and set up the meetings. If we have enough tutor mentors, some groups may be taught by mentor teams.

We suggest that meetings be two hours in length, and that 50% of the time is spent on the presentation of a teaching activity which can be used in individual lessons. The other 50% of the meeting can be spent sharing what's gone right and brainstorming solutions to problems that occur in tutoring situations. Please be careful to avoid gripe sessions by stressing the positive aspects of learning situations.

Your role as a group leader will often be that of a facilitator. In that role, you will encourage group members to play an equal part in the process by asking them to occasionally assume the role of facilitator. As the group evolves, mentor groups may take on special projects that can contribute to Project Read as a whole, like creating additional activity sheets, submitting material for the creative learning center, or evaluating sections of the Project Read collection.

A possible structure might be: begin with an icebreaker like "The Good and the New" so people can share their successes. Go on to discuss successes and problems people are facing and brainstorm solutions. Then use one of the activity sheets for about an hour. Follow with a "Think and Listen" activity.
(*These processes will be taught during mentor training.)

COMMITMENT

As a Tutor Mentor, you have agreed to call your group together once a month. The meetings should be designed to attract at least two thirds of the membership each time. This involves inviting people to meetings and reminding them of the times they are held.

The time, day and location of the meeting should be based on a consensus of your group members. We do, however, require that you meet once each month. If for some reason the mentor is unable to meet this commitment during one particular month, please contact the office.

Tutor Mentors must attend monthly mentor training meetings which will be given by the Project Read staff at a pre-scheduled time.

We ask that you commit twelve months of your time to the Tutor Mentor program.

ACTIVITY SHEETS

Activity sheets will provide a new type of learning activity at each group meeting. (We've developed some samples. Each group can also develop their own activity sheets.) The sheets should present activities that are open-ended, fun, and easy to do. They should also use several intelligences and learning styles.

We would appreciate it if you could send us a copy of any activity sheets you use, including any you develop yourself. We're interested in what's working and how we can help each other. We'll also be able to share them with other Tutor Mentors.

MEETING FACILITATION GUIDELINES

Here are some guidelines to help you facilitate your group:

Two factors essential for a dynamic and satisfying discussion are that it be: 1.) Focused on the issue being considered. 2.) Well paced so that it is not limited to any one approach, nor dominated by only one or two persons. A good moderator acts as a facilitator by raising questions to help keep the discussion both moving and focused.

Because one of the primary goals of the group is to set a comfortable environment in which all participants are free to share their thoughts, feelings and observations, it's important that all members be treated with equal respect. Each individual member should be allowed a full opportunity to express his or her voice without dominating the discussion.

The role of the facilitator is to focus the discussion if it strays, and to help highlight key points, as well as to keep the agenda on schedule. It may be necessary sometimes to help people wrap up what they're saying. You can do this by suggesting only two more comments on the subject before going on to something else.

In general, a facilitator does the following:
*Keeps the meeting format friendly and informal.
*Is neutral.
*Encourages group discussion without allowing one person to dominate the conversation.
*Practices reframing all negatives into positives.
*Keeps the meetings well focused and on time.
*Uses questions to move the discussion along, to draw out and clarify what the participants mean.
*Often restates or paraphrases others remarks.
*Allows for silence. People need time to think.
*Tries to validate everyone who is present at least once.

Funding for this project is supported by a federal Title VI Library Construction Services Act Grant.

APPENDIX

LEARNING STYLES

"Confusion about learning and teaching that occurs in traditionally taught classes may result from the fact that we not only perceive things from different points of view, but also learn most effectively in different styles. **Auditory, kinesthetic, visual, print-oriented and interactive learners** should be given equal opportunity to experience through their own strengths."

Although we all have a dominant learning style, we use many of them as we process information. Your dominant learning style is what's on the front line--it's both your first reaction to new information and how it's processed. When working with your learners, it's best to present new information in their dominant learning style first, then try to reinforce it with other styles. For example, if your student is a visual learner, you might want to write new spelling words by color coding the syllables in the words and follow up by asking the student to spell each word out loud.

The following chart shows the different learning styles.

Learning Style	Symbol	Description	Possible ways to engage it
Auditory		Takes in new information through the ears. Can hear an address and remember it.	Drama, guided imagery, songs, chants, poems, oral presentations.
Visual		Thinks in images. Remembers an address by seeing it in their mind.	Charts, graphics, visual symbols, colors.
Kinesthetic		Needs to move their body in order to learn. Needs to write down an address and say it over.	Learns best by doing. Involve movement of the body to teach and present concepts.
Print-Oriented		Takes in new information by reading it. Reads an address and remembers it.	Worksheets, crossword puzzles, Newspapers, novels.
Interactive		Needs to discuss information. Needs a chance to reflect and discuss. Remembers an address by saying it to another person.	Brainstorming, mind-maps, discussion, plays.

Kline, Peter, The Everyday Genius, Great Oceans Publisher, Virginia, 1988, p. 270.

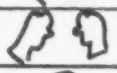
LEARNING INTELLIGENCES

Howard Gardner in his book, Frames of Mind, describes his theory of multiple intelligences which is based on the principle that:

1. Human beings have evolved to have several distinct intelligences and not one general intelligence.
2. Each intelligence is relatively independent of the others.
3. Any significant achievement involves "a blend of intelligences."

He identified the following intelligences--**logical-mathematical, linguistic, spatial, bodily-kinesthetic, musical, inter-personal and intra-personal.** Effective lesson are ones that engage as many learning intelligences as possible.

The following is a chart of learning styles.

Learning Intelligence	Symbol	Description	Possible ways to engage intelligence
Logical-Mathematical		Abstract thought, counting, organization, logical structure.	Critical thinking activities, breaking words into smaller parts and reassembling them.
Musical		Sensitive to rhythm, pitch, intonation, music.	Poems, plays, jazz chants, songs, rap music, musically guided imagery.
Linguistic		Sensitive to language, meanings and the relation of words.	Vocabulary activities, grammar, poetry, essays, plays.
Spatial		Keen observation, visual thinking, metaphor.	Graphs, charts, color codes, guided imagery, pictures, posters, mind mapping
Bodily-Kinesthetic		Control of one's body and of objects, timing.	Mime, games, skits
Interpersonal		Sensitive to others.	Discussion groups, skits.
Intrapersonal		Self-knowledge, Sensitive to values.	Poetry, meditation, guided imagery, discussion groups.

We use learning styles to take in information and learning intelligences to process and store it.

Grow, Gerald, "Theory of Multiple Intelligences Challenges Educational Programs", Fall 1987.

The 7 Intelligences

Linguistic

Musical

Logical-Mathematical

-4
+7

Spatial-Visual

Bodily-Kinesthetic

Interpersonal

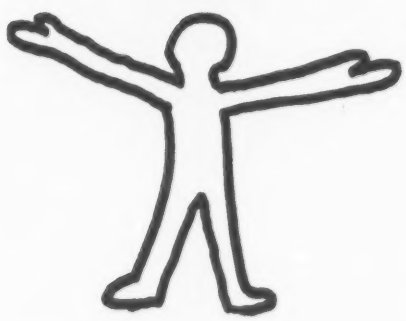
Intrapersonal

Learning Styles

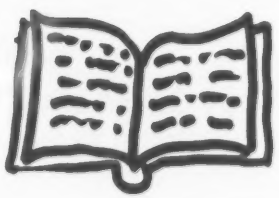
Auditory

Visual

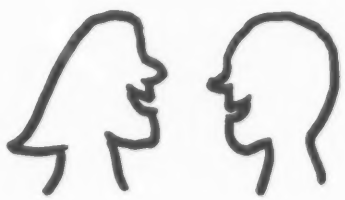
Kinesthetic



Print-oriented



Interactive



ATTACHMENT D

EVALUATION FORMS

CALIFORNIA LITERACY CAMPAIGN

TRAINING EVALUATION

When answering these questions, please consider the first training meeting (orientation), the all-day-Saturday training, and tonight's training session.

1. What did you like best about the training?

2. What did you like least about the training?

3. Please circle the number that indicates how well you feel you understand the following elements of literacy tutoring:

		not at all	somewhat	well	very well
a.	Language experience	1	2	3	4
b.	Word pattern practive	1	2	3	4
c.	Sight words	1	2	3	4
d.	Goal setting	1	2	3	4
e.	Goal-directed learning using supplemental materials	1	2	3	4

4. What is your evaluation of the written homework assignments?

— over —

Literacy Project
North San Mateo County
Daly City Public Library
So. San Francisco Public Library
840 West Orange Avenue
So. San Francisco, CA 94080
(415) 877-5329

State funded by California Library Services Act (CLSA)

5. We used several audio-visual aids in the training: the Project Read videotape, the videotape on meeting your student, the videotape on language experience, and the slide show on word patterns.
Were these helpful to you? How?
Which were most helpful? Least?

6. What topics need additional explanation or clarification?

7. Please evaluate the following qualities of the training, using a scale of 1 through 5, 1 being the lowest and 5 the highest.

a. Presentations were clear and concise	1	2	3	4	5
b. Presenters were knowledgeable about their subjects	1	2	3	4	5
c. The setting was comfortable	1	2	3	4	5
d. I feel as if I am part of a team	1	2	3	4	5
e. I feel prepared to begin tutoring	1	2	3	4	5

8. Additional thoughts, advice, words of wisdom:

PROJECT READ
North San Mateo County
A program of
South San Francisco,
Daly City and Pacifica
Libraries
(415) 877-5329

1990

PROJECT READ TUTOR TRAINING

E V A L U A T I O N

TODAY'S DATE _____

When answering these questions, please consider the first training meeting, the all-day Saturday training, and tonight's session.

1. What did you like best about the training?

2. What did you like least about the training?

3. Please circle the number that indicates how well you feel you understand the following methods used in the Four Part Lesson Plan.

	not at all	*somewhat*	*well*	*very well*
a. Language experience	1	2	3	4
b. Word work	1	2	3	4
c. Goal setting	1	2	3	4
d. Goal-directed learning	1	2	3	4
e. Using supplemental materials (i.e. newspapers, texts, Proj. Read collection, poetry, etc.)	1	2	3	4

4. We have presented a variety of techniques and activities to use in lessons. Please circle how comfortable you feel about using each. On a scale of 1 to 4 1 represents not comfortable and 4 represents very comfortable.

a. Identifying learning styles	1	2	3	4
b. Involving the 7 intelligences in lesson planning	1	2	3	4
c. Using the body to learn	1	2	3	4
d. Getting ready activities such as the Good & New, Wishes & Dreams	1	2	3	4
e. Mind-mapping	1	2	3	4
f. Using games	1	2	3	4

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5. What topics need additional explanation or clarification?

6. Please evaluate the following qualities of training, using a scale of 1 through 5, 1 being the lowest and 5 the highest.

a. Presentations were clear and concise	1	2	3	4	5
b. Presenters were knowledgeable about their subjects	1	2	3	4	5
c. The setting was comfortable	1	2	3	4	5
d. I feel as if I am part of a team	1	2	3	4	5
e. I feel prepared to begin tutoring	1	2	3	4	5

7. Additional thoughts, advice, comments, words of wisdom.

TO BE COMPLETED THE FOURTH NIGHT OF TRAINING

---

1. Please rate how well you understand and feel able to use the following ideas and activities in lessons. Circle the appropriate number.

	not at all	somewhat	well	very well
a. Comprehension activities	1	2	3	4
b. Think and Listen	1	2	3	4
c. Writing activities (Story circle, Expand-a-story)	1	2	3	4
d. Poetry	1	2	3	4
e. Duet Reading	1	2	3	4

2. REMEMBER TO HAVE A GOOD TIME!

Follow-up Questionnaire
Integrative Learning Tutor Training

Name_____

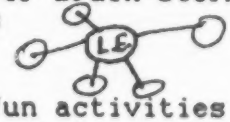
1. Are you currently working with the student you were originally assigned to? ___ yes ___ no

2. How long have you worked with your student or how long did you work with your student?
___ 0 - 3 months ___ 4 - 7 months ___ 7 - 12 months

3. If you stopped working with your learner, did you feel that s/he met her or his goals? ___ yes ___ no

Please circle your answers on the following scale.
How often do you use the following in your tutoring sessions:

		each session	once a week	periodically	rarely	never
4.	Language Experience Stories	1	2	3	4	5
5.	Goal Directed Learning	1	2	3	4	5
6.	Word Work (word patterns)	1	2	3	4	5
7.	Work with text books	1	2	3	4	5
8.	Work with tutor created material	1	2	3	4	5
9.	Work with material from other sources, library, etc.	1	2	3	4	5
10.	Techniques to stimulate visual thinking--pictures, colors, photographs, diagrams, etc.	1	2	3	4	5
11.	Mind-maps or brain-storming techniques	1	2	3	4	5
12.	Music	1	2	3	4	5
13.	Games or fun activities	1	2	3	4	5
14.	Involve the body in learning	1	2	3	4	5
15.	Ice-breakers or Getting Ready Activities	1	2	3	4	5
16.	Read aloud to your student	1	2	3	4	5



Rate the following statements from 1 - 4.

Circle your answer		Agree	Somewhat Agree	Somewhat Disagree	Disagree
17.	I feel comfortable working with my student's learning styles.	1	2	3	4
18.	I feel good about the goals that my learner and I have set.	1	2	3	4

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(OVER)

		Agree	Somewhat Agree	Somewhat Disagree	Disagree
19.	Tutor training gave me enough information to begin working with my student.	1	2	3	4
20.	My learner is making progress and meeting his or her goals.	1	2	3	4
21.	I feel able to design lessons which involve the seven intelligences.	1	2	3	4
22.	I have noticed that my student's self-esteem has increased since I began tutoring him or her.	1	2	3	4
23.	I feel like my student and I are partners in learning.	1	2	3	4
24.	My student and I have fun learning together.	1	2	3	4
25.	Sometimes, my student teaches me.	1	2	3	4
26.	I rely on textbooks and work-books as the main content of my tutoring sessions.	1	2	3	4
27.	I find it easy to recognize and praise my student's successes.	1	2	3	4
28.	I'm able to teach a subject or skill area two or three different ways.	1	2	3	4
29.	I like creating games and special materials to use with my student.	1	2	3	4
30.	I feel frustrated a lot in my tutoring.	1	2	3	4

30. If you have noticed a change in your student's self-esteem, please describe how this is exhibited or expressed by them.

31. What are some of the goals that you and your student have accomplished?

32. What kinds of materials have you created to use with your student?

ATTACHMENT E

PROGRESS REPORT FORMS

CALIFORNIA STATE LIBRARY

California Adult Learner
Progress Evaluation Process

CALIFORNIA LITERACY CAMPAIGN

MONTHLY TUTOR REPORT

for the month of _____, _____.
(year)

Tutor: Please complete this form and return it to the office at the end of every month! Project Read, 840 West Orange Avenue, S. San Francisco 94080

Adult learner's name: _____

Tutor's name: _____

Tutoring site: _____

☐ Check here if site is different from last month

* Please complete this form in BLACK INK, in dark, clear writing.

Record of Hours:

	Dates	Travel hours	Preparation hours	Tutoring hours	Other hours	Total hours
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
	TOTAL					

Learner's goals for learning (clarify periodically):

Check if this is a new goal

Relevant only for tutors trained after June 1988:
Current CLC Level (R,W,S,P,A)

☐ _____ _____

☐ _____ _____

☐ _____ _____

☐ _____ _____

What progress was made toward learner's goals?

_____

_____

_____

- over -

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CALIFORNIA STATE LIBRARY - *California Adult Learner Progress Evaluation Process*

TUTORING ACTIVITIES:

Materials used (books, magazines, maps, etc.): _____

_____

_____

Methods used (language experience, word pattern practice, homework, etc.):

_____

_____

_____

Textbook (Laubach, Challenger, other) and lesson numbers:

_____

book *lesson number* *book* *lesson number*

BEGINNING OF MONTH *END OF MONTH*

How has the learner's everyday reading changed? _____

_____

_____

How has the learner's everyday writing changed? _____

_____

_____

Comments/successes and difficulties: _____

_____

_____

PLEASE complete this form and return it to the office at the end of each month. Keep a copy for your own records.

PROJECT READ
840 West Orange Avenue
South San Francisco, CA 94080

877-5329

CALIFORNIA STATE LIBRARY

California Adult Learner
Progress Evaluation Process

CALIFORNIA LITERACY CAMPAIGN

REQUIRED INFORMATION

WHERE WE STARTED

Tutor: Please discuss all the following questions with the adult learner by the end of the fourth tutoring session. Complete one copy for your records and send one copy to the office: PROJECT READ, 840 W. Orange Ave., S. San Francisco CA 94080

Adult Learner's name: _____

Tutor's name: _____

(1) **Date:** ____ ____ ____
Mo. Day Yr.

(2) **Reading habits:**

	Here is a list of some things that people often read. How often do you read these things ***outside the tutoring session?***			Of those you do read, which are easy for you to read; which are hard?		
	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Read	A Little Hard	Very Hard
Street/traffic signs	☐	☐	☐	○	○	○
Menus	☐	☐	☐	○	○	○
Mail/bills/letters	☐	☐	☐	○	○	○
Labels/instructions	☐	☐	☐	○	○	○
Notes from school	☐	☐	☐	○	○	○
Bank machines, etc.	☐	☐	☐	○	○	○
Comics	☐	☐	☐	○	○	○
Reading books to child	☐	☐	☐	○	○	○
T.V. guides	☐	☐	☐	○	○	○
Newspapers	☐	☐	☐	○	○	○
Magazines	☐	☐	☐	○	○	○
Religious materials	☐	☐	☐	○	○	○
Work materials	☐	☐	☐	○	○	○
Books	☐	☐	☐	○	○	○
Other _____	☐	☐	☐	○	○	○

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(3) **Writing habits:**

Here is a list of some things that people often write. How often do you write these things ***outside the tutoring session?***

Of those you do write, which are easy for you to write; which are hard?

	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Write	A Little Hard	Very Hard
Checks	☐	☐	☐	○	○	○
Notes/memos	☐	☐	☐	○	○	○
Orders	☐	☐	☐	○	○	○
Recipes	☐	☐	☐	○	○	○
Forms/applications	☐	☐	☐	○	○	○
Reports	☐	☐	☐	○	○	○
Letters	☐	☐	☐	○	○	○
Stories/poems	☐	☐	☐	○	○	○
Articles	☐	☐	☐	○	○	○
Greeting cards	☐	☐	☐	○	○	○
Crossword puzzles	☐	☐	☐	○	○	○
Other _____	☐	☐	☐	○	○	○

(4) **Outside the tutoring session, approximately how much time do you read during a typical week?**

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(5) **Outside the tutoring session, approximately how much time do you write during a typical week?**

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(6) **Reading Goals:**

The adult learner wants to improve his/her reading so he/she can . . .

	Indicate CLC Start Level				
	R	W	S	P	A
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐

BEST COPY AVAILABLE

(7) **Writing Goals:**

The adult learner wants to improve his/her writing so he/she can . . .

	Indicate CLC Start Level				
	R	W	S	P	A
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐
Goal: _____	☐	☐	☐	☐	☐

(8) **Estimate of overall CLC reading level**

(California Literacy Campaign)

- ☐ R - ***Readiness*** - recognize letters and numbers
- ☐ W - Sight ***words*** and vocabulary of interest
- ☐ S - Simple ***sentences***
- ☐ P - Complex sentences and ***paragraphs***
- ☐ A - ***Application*** to new situation

(9) **Estimate of overall CLC writing level**

(California Literacy Campaign)

- ☐ R - ***Readiness*** - write letters and numbers
- ☐ W - Sight ***words*** and vocabulary of interest
- ☐ S - ***Sentences*** that form complete thoughts
- ☐ P - Sequenced sentences to form ***paragraphs***
- ☐ A - ***Application*** for different purposes

(10) **Which one of these phrases would describe you best?**

"I can't read."	"I can read, but only simple things."	"I can read, but I can't understand."	"I can read, but not under pressure."	"I can read, and I like to read."

(11) **Which one of these phrases would describe you best?**

"I can't write."	"I can write, but just letters & words."	"I can write, but, only simple things."	"I can write, but I can't spell."	"I can write, and I like to write."

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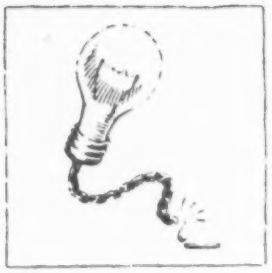
ATTACHMENT F

WORKSHOP FLYERS



MEET THE GENIUS IN YOU!

Remembering the Natural Joy of Learning

A VERY SPECIAL WORKSHOP
FOR STUDENTS AND TUTORS
by Peter Kline

Saturday, November 18, 1989

9 am to 4 pm

Serramonte Library Meeting Room

Downstairs

40 Wembly Drive, Daly City

Did you get frustrated when you were in school? Learning to read was hard, but you knew you weren't dumb! It was the way you were taught.

This workshop is fun. It will teach you how to use your natural way of learning and it will help you learn better and faster now.

Peter is an expert in
helping you to unlock your genius.

DON'T MISS THIS SPECIAL DAY!

ONLY 40 PEOPLE CAN ATTEND. YOU MUST RESERVE A SPACE.
CALL PROJECT READ AT 877-5329 OR SEND IN THIS FORM TO LET US KNOW YOU ARE COMING.

_____ YES! I'LL COME TO THE "MEET THE GENIUS"
(NAME)

SEND TO: PROJECT READ
840 WEST ORANGE AVE
SOUTH SAN FRANCISCO, CA 94080

Peter Kline's
FREE for ALL

PROJECT READ
North San Mateo County

Exercise Your Mind

PETER KLINE, nationally recognized educator and Project Read Consultant extraordinaire, will present activities and ideas on:

Multi-Sensory Teaching

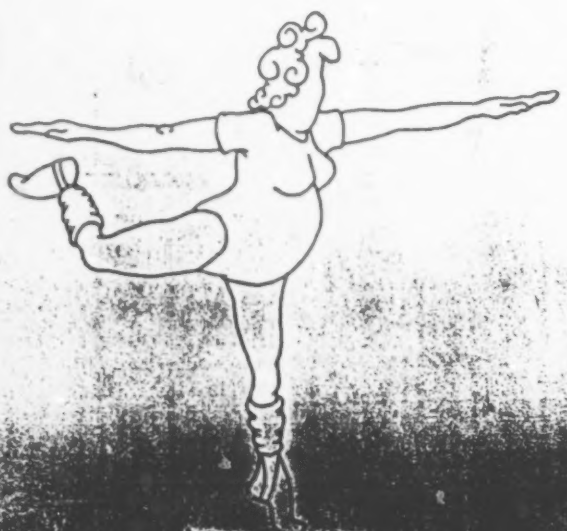
*How to learn with your whole body.

*Visualizing what you learn.

*How to use music in your tutoring sessions.

Share your successes with Peter and bring him your most challenging questions.

Come Join the Fun!



Saturday, June 2, 1990

1:00 - 3:00 pm

West Orange Library

Auditorium

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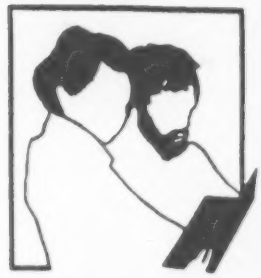
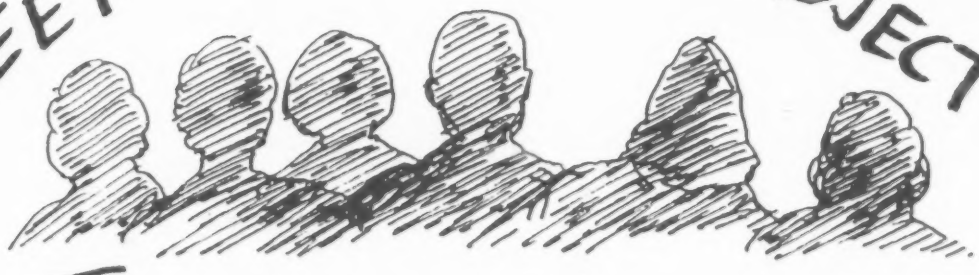
Tutors and Students



PROJECT READ
North San Mateo County

MEET THE NEW PROJECT READ



This evening will be...

- Fun
- Exciting
- Interesting

7 to 9 pm
WED. Feb 21, 1990
West Orange Library
South San Francisco

Here is your chance to learn more about how our program is changing so that we can all be more effective as tutors, learners, and staff.

Leslie and Holly will tell you about:

- The **Integrative Learning Model** - *how do we learn? what promotes learning? how to make lessons fun*
- The **Tutor Mentor Program** - *what is it? how will it work?*
- and **The Learning Center** — *learner activities tutor activities*

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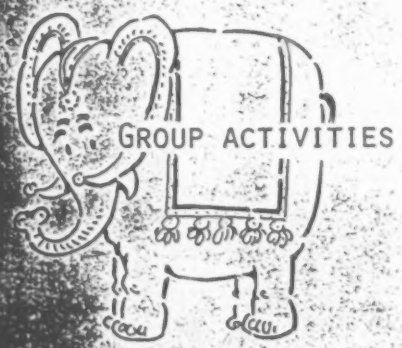
Learning Center Kickoff

How the Learning Center works

Project Read Office

Wednesday, March 21, 1990

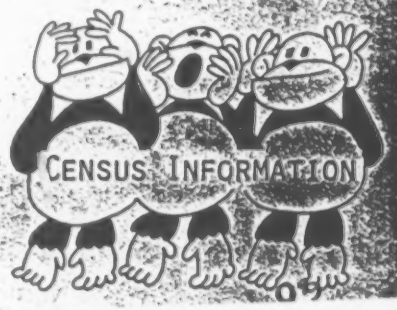
7:00 to 9:00 pm



Project Read Office - Auditorium

West Orange Library

Join the fun!



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CLA LITERACY CHAPTER — REGIONAL WORKSHOP

PUTTING NEW LIFE INTO TUTOR TRAINING

HOW TO TEACH TUTORS TO WORK WITH LEARNING STYLES AND INTELLIGENCES

This workshop will present an overview of the new tutor training designed by Project Read in South San Francisco with the support of a Federal LSCA grant. The training, which was designed in consultation with Peter Kline, focuses on teaching tutors how to recognize learning styles and how to teach to the 7 intelligence systems. It is fun and innovative.

NOTE: This model is based on Integrative Learning Strategies.

Presented by Leslie Shelton, DIRECTOR, PROJECT READ

SOUTHERN CALIFORNIA

Wednesday, July 18

9 AM TO 1 PM

SANTA FE SPRINGS LIBRARY

11700 East Telegraph Road

Santa Fe Springs, CA

Contact: Jerry Edwards (213)868-7738

93

NORTHERN CALIFORNIA

Tuesday, August 14

9:30 AM TO 2 PM

REDWOOD CITY LIBRARY

1044 Middlefield Road

Redwood City, CA

Contact: David Miller (415)780-7077

94

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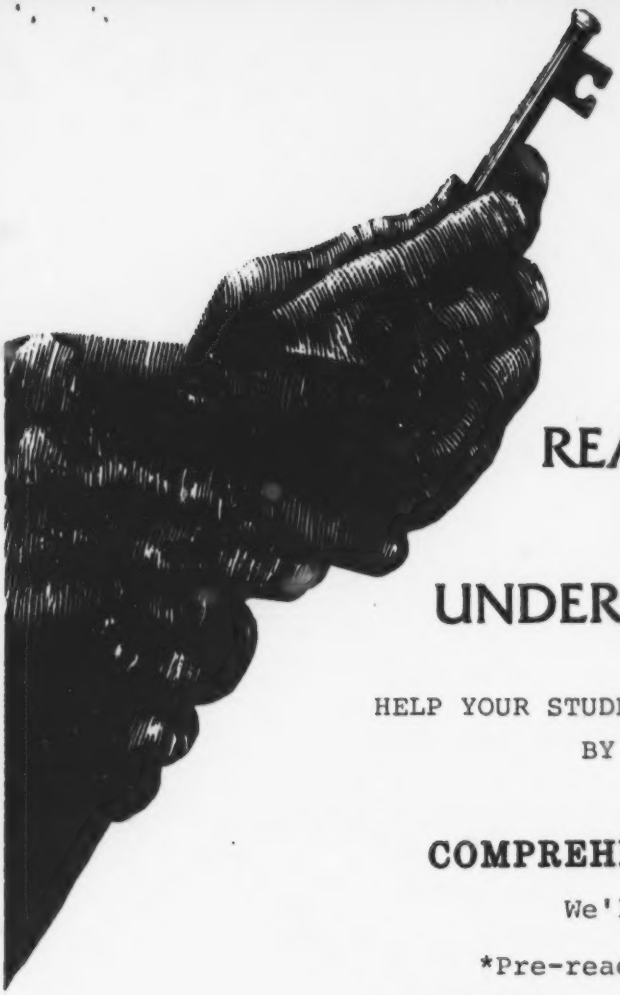
ATTACHMENT G

NEWSLETTER ARTICLES

ATTACHMENT H

OTHER FLYERS



READING
IS
UNDERSTANDING

HELP YOUR STUDENTS UNLOCK MEANING
BY BUILDING

COMPREHENSION SKILLS

We'll cover:

*Pre-reading activities
*Post reading activities
*Monitoring Silent Reading
*Forming effective comprehension questions

Workshop presented by Holly Fulghum-Nutters

Wednesday, November 15, 1989

7:00 - 9:00 pm

West Orange Library

South San Francisco

PLEASE

JOIN US !

Student Meeting —

SPEAK OUT ABOUT LITERACY
AT WORK!!!

MAKE A DIFFERENCE!

HELP MAKE THE WORKPLACE
A PLACE WHERE EVERYONE CAN READ!

Join Us!

West Orange Library

Wed., January 3, 1990

7 - 9:00 pm

Catch an idea

...and write it down.

COME TO A NIGHT FULL OF IDEAS ON WRITING

ROBERT DEVIGHT WILL GIVE A WORKSHOP ON:

*IDEAS TO HELP WRITERS
*EASY WAYS TO START WRITING
*WAYS TO KEEP ON WRITING

GET LOTS OF IDEAS TO HELP YOU BECOME A BETTER WRITER!

Join us!

A Writer's Workshop

Wednesday, January 17, 1990 7-9:00 pm

Project Read Auditorium

840 West Orange Avenue, South San Francisco

SPECIAL EVENT
At The Library

In Celebration of National Book Week

January 21 to 27, 1990

Spend an evening with Award Winning Author and Cartoonist

Charles Johnson

Who will talk about writing as a process,
read some of his material and answer questions about writing.

Join us for a thought-provoking evening

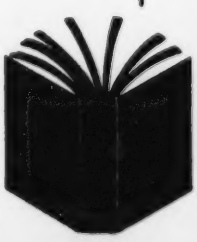
January 25, 1990

7:30 pm

West Orange Library, Auditorium

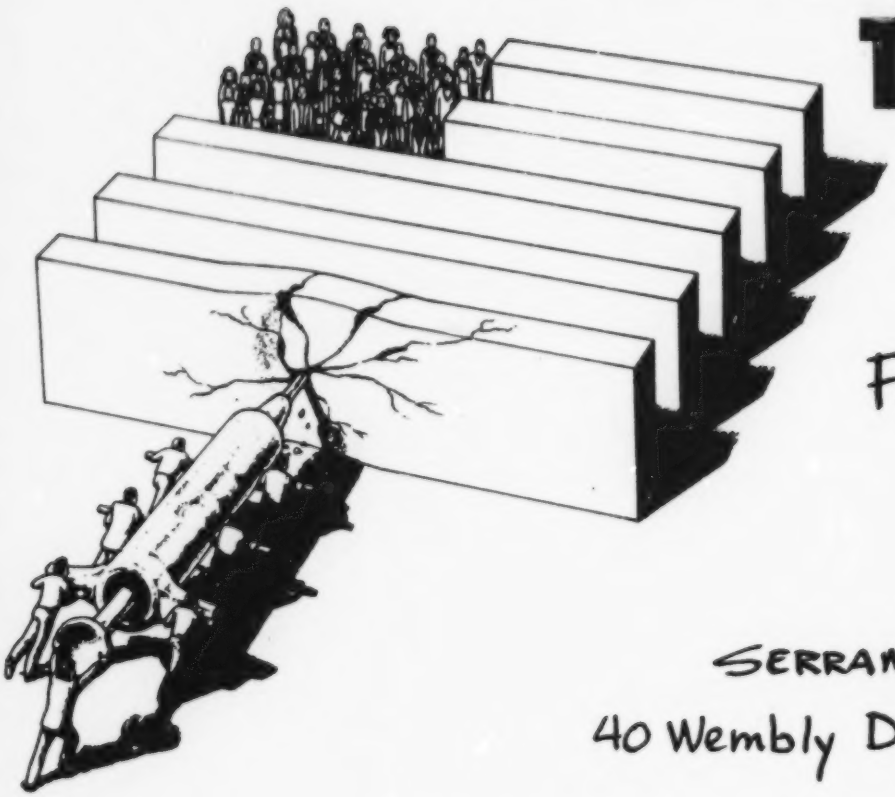
Reserve Seating - For More Information Call
877-8525

Sponsored by the California State Library Foundation and the California Center for the Book in Cooperation with the National Book Foundation and the Center for the Book in the Library of Congress



PROJECT READ STUDENTS & FAMILY

come out and talk about what we can do about...



THE DRUG CRISIS

TUESDAY
FEBRUARY 13, 1990

7 to 9 PM

SERRAMONTE LIBRARY
40 Wembly Drive, Daly City

How does the drug crisis affect your life? Do you worry about your children taking drugs? Many different things have been done to reduce the use of drugs in our society, but still this is a major problem in our country. WHAT DO YOU THINK WE CAN DO OURSELVES? WHAT CAN OUR GOVERNMENT DO?

Come out and talk about this with other students. One of our students, Penny Rivers, will take your ideas to Washington, D.C. in March. Here is your chance to make a difference.

NATIONAL ISSUES FORUMS

call 877-5329 if questions

PROJECT READ
North San Mateo County

Join us

FOR AN EVENING OF TALK ABOUT

THE ENVIRONMENT AT RISK: Responding to Growing Dangers

HAVE YOU EVER WONDERED ABOUT POLLUTION, THE GREEN HOUSE EFFECT, AND ACID RAIN?
COME AND TALK ABOUT HOW WE CAN TAKE BETTER CARE OF OUR EARTH. WE'LL EXPLORE THE ISSUES AND SEND OUR IDEAS TO THE GOVERNMENT.

WEDNESDAY, APRIL 25, 1990

PROJECT READ OFFICE, WEST ORANGE LIBRARY

6:15 - 7:00 PM - STUDY SESSION (OPTIONAL)
A CHANCE TO STUDY THE VOCABULARY AND IDEAS THAT WE'LL TALK ABOUT IN THE FORUM WHILE MUNCHING ON GOODIES.

7:00 - 9:00 PM NATIONAL ISSUES FORUM
A DISCUSSION OF THE ENVIORNMENT AT RISK

102

to celebrate Earth Day

NATIONAL ISSUES FORUMS

103

A Night of Words

PROJECT READ
North San Mateo County

COME MEET **Penny Rivers**

WHO WILL LEAD US ON A TRIP THROUGH

Dictionaries

LEARN

WHAT'S IN THE DICTIONARY

WAYS TO USE IT WITH YOUR LEARNER OR TUTOR

HOW TO USE IT EVEN BETTER THAN YOU ARE NOW

THEN JOIN **Holly** IN FINDING NEW WAYS TO BUILD **Vocabulary**

WHO: LEARNERS AND TUTORS

WHEN: **Thursday, May 17, 1990**
7:00 - 9:00 PM

WHERE: **Project Read Office**
Auditorium
WEST ORANGE LIBRARY

WHY: TO LEARN AND HAVE FUN!

visualize

epy, see, behold, discern, perceive, discover, distinguish, recognize, make-out, keen

Pam Nicholls, a well-known workshop leader and friend of Project Read, will present a workshop for both learners and tutors on ways to remember what you read. By visualing what you read and making associations with those pictures, you can remember more and have fun at the same time.

Come and learn how to do it and have a great time.

PROJECT READ OFFICE
West Orange Library, Auditorium
South San Francisco

Wednesday, June 27, 1990
7:00 - 9:00 pm

catch a glimpse of, witness, speculate, contemplate, view

Tutor News

Project Read, North County — Summer, 1990

Never a Dull Moment !

My idea of a relaxing summer is waning as the days fly by. This summer issue is soon to find Fall on its heels. We hope your summer has been as exciting as ours. Even though many of you take a break from tutoring during the summer, life goes on in the Project Read office. This summer has been a time for wrapping up a few longterm projects and getting others off the ground. In addition to the normal tutoring activities of the program, we always have a number of special projects on the side. Here are some of our **accomplishments** for the year which ended June 30th.

* 200 North County residents received over **11,000** hours of free tutoring from171 tutors. The value of this service at $20 per hour equals $220,000. This is nearly double what it costs to offer the program in 5 communities.

* We completed a special project called **New Readers Taking the Lead**, which has been a 2 year grant project to get new readers of the Bay Area more involved in planning and offering joint learning activities such as conferences and events throughout the Bay Area. Even though funding has ended, this model project will continue its activities through the Bay Area New Reader Council. We have 3 members on the council.

* We began our federally funded **Excellence for All** project to develop a new training model using Integrative Learning Strategies. The new training was first offered in January and refined in April and June. During the summer Holly and I were on the road presenting workshops in Northern and Southern California to present the model to 80 other literacy professionals. We have had tremendous interest and commendation for the model.

* At last, the Tutor Mentor program is off the ground. This effort to share your talents and resources with one another is one of the strategies of teaching all of our tutors the newer training ideas, as well as creating better tutor support. The thirteen tutors who were selected to be Mentor Tutors have spent 10 hours in additional training and will give of their valued time and talent to make this a great success. Your participation is strongly urged!

* We have coordinated the production of a new book of student writings being produced by the library literacy programs of the Bay Area. The book features stories from learners in 24 programs. 5500 copies are being printed.

In order to continue to offer the quality and quantity of our services, **full funding** is critical. July ushered in a new fiscal year as well as the anticipated transition from state to local funding. We were in good shape until an expected Federal grant fell through. That provides us with a great opportunity for further creative fundraising adventures. **You too can help**, if you wish, by signing up to bowl at the Bowl-a-Thon (see back page), sending a contribution , or helping with a business fund drive. Your ideas are always welcome.

Leslie

Thanks

PROJECT READ is supported by funds from the cities of So. San Francisco, Daly City, and San Mateo County.

In addition funds are raised to help meet the budget. This spring we have raised over $14,000

DONORS INCLUDED

Atkinson Foundation
$10,000

Human Race
$965

SSF Friends of Lib.
$1000

Funding events
$1400

Individual donors
Jesus Armas
Jeanne Goodrich
Nancy Hale

SPECIAL THANKS

to those students and tutors who walked or ran in the Human Race.
Ines Gatt, Hazel Demoss Dorothy & Russ Richardson Jerry Logia, Betty Thanos Doreen Brown, Judith Del Blanco, Elaine Deck

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Mind Mapping

How does your mind work? Do you take in ideas in a logical, linear fashion or is your mind more like a Jackson Pollock canvas upon which colors are splashed in random order? Reserach done by Tony Buzan suggests that our minds work more like a Pollock canvas. "The brain does not process data in a strictly chronological manner."

Your method of jotting down notes during a tutor inservice meeting or organizing your thoughts before writing a thought provoking letter-to-the-editor can be greatly improved. How? The answer, in two short words, is MIND MAPPING.

HOW TO MAKE A MIND MAP

Barbara Lau in her article "Mind Mapping" suggests doing the following to make a mind map. Effective mind maps are colorful, so get a blank piece of paper and 4 to 5 colored pens. Use key words that "are concrete and summon up the same idea or image each time they're used. Use strong nouns and verbs ...they'll help you remember." Follow these steps to effeciently organize your thoughts and help your students do the same.

1. Print the main idea in the center of the page and draw a geometric shape around it.
2. Think of as many ideas or topics that you can that relate to the main idea. Write one or two words that summarize the idea and draw a line connecting it back to the main idea.
3. Write down as many sub topics as you can and connect them to a topic.
4. Add details to fill out or support ideas.
5. "Create doodles, such as dollar signs for a financial idea or an ear for communication. They are symbolic ways to note key points."

You don't have to go through these steps in order. Maybe you'll think of a topic, sub-topics and supporting details all at once. In that case...go for it...just be sure to capture your ideas by writing them down on the mind map.

Use your colored pen to connect words that are clustered around one idea. It helps highlight connections and is easier to see.

WHAT'S IN IT FOR ME?

Because mind mapping offers "a flexible format, it stimulates the creative flow of ideas. Additionally, it can improve learning and recall. By expressing ideas with key words you get at the essence of each point and put it more clearly in your mind." Information is easier to remember and review because you digest it as you write it down. Finally, research indicates that mind mapping stimulates the right brain hemisphere through the use of color, shapes and images.

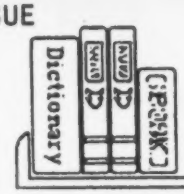
If all of this hasn't sold you, grab a piece of paper and some colored pens and give it a try. I bet you'll find the results rewarding.

Love of Literacy

We're ready to change our name to "Project Matchmaker". Two Project Read couples brightened our office by announcing their engagements. Our Cari Renz came in one fine morning, but the gleam wasn't just from her smile. She was sporting a gorgeous engagement ring which former tutor, Paul Rogers, had given her the night before. Love blossoms everywhere, but in this case it blossomed during tutor training sessions. Cari and Paul aren't the only ones floating on cloud 9. Tutor Jerry Logia came in the other day with his student, Sonia Espinoza. In a warm glow, they announced their engagement. We're wondering what's been going on during those tutoring sessions? Congratulations to both couples. Here's to a life filled with love, happiness and learning!

WELCOME

Welcome to Debbie Koenig, our new office manager. Debbie, who has been one of our tutors, started in mid-August and will add a lot to our "tremendous trio" - your Project Read office staff. When you give us a call, it will probably be Debbie saying "Hi!" first, so say "Hi, Debbie." back.



For Your Information

THE TUTOR MENTOR PROGRAM

You go to your mailbox, read your latest flyer from Project Read and discover that the next inservice meeting is on a day you can't come. "Rats!" you mumble to yourself, "that's something I really wanted to learn about." Then you realize a whole month will roll by before you're in touch with the folks at Project Read. Suddenly, you feel like you're out there all alone, tutoring by yourself. If this sounds like a familiar refrain, you'll be happy to hear that our long awaited Tutor Mentor Program, which offers a solution this problem, is finally in place. As a matter of fact, if you haven't heard from your Tutor Mentor yet, you should probably be getting a call in the very near future.

The Tutor Mentor Program, which is based on the principle that we are all teachers and learners, has trained 13 veteran tutors who will hold monthly meetings for their groups. These meetings will give you a chance to share some of your successful tutoring experiences and brainstorm any difficulties you've had teaching with approximately 12 to 18 fellow tutors. Additionally, your Tutor Mentor or one of the tutors in your group will present a teaching strategy which can be used during your tutoring sessions. This is a great chance to bring your ideas to meetings, to give and get feedback, to learn and practice new tutoring strategies, to form friendships and to have fun all at the same time.

Remember the frustration of tutoring in isolation, of not having a friendly sounding board to bounce ideas off of? End that isolation now by taking advantage of this dynamic program. When your Tutor Mentor calls to set up a meeting...come, learn and enjoy!

We want to thank the following people who are our Tutor Mentors.

Cris Logia	Christine Long	Rob Weinberg
Laurine Buada	Darene Fisher	Shirley Daudson
Jerry Logia	Robin Courts	Brenda Strong
Doreen Brown	Margaret Bradbury	Pat Becker

Student News

Project Read, North County Summer, 1990

THE STUDENT WRITING GROUP

During the early summer, Project Read had a writing group of 6 to 8 learners. One of the things they decided to do was to write articles for the newsletter. The following is an article written by one of our students, Frankie Haynes

The group consists of six learners and one staff member. Our first meeting we got acquainted and set up ground rules. Then, once we felt at ease with one another, we started discussing different writing techniques for preparing letters, poems and stories by using these ground rules.

1. Pick a subject.
2. Think of five different things to write about concerning the subject.
3. Write on all five thoughts.
4. Conclude our writing.

We would like the opportunity of you sharing your writing and we sharing ours with you.

Thank you.

- *by* Frankie Haynes

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Tutor News

Project Read, North County Nov/Dec 1990

Counting our Blessings

Certificate of Appreciation

Presented to

PROJECT READ - NORTH SAN MATEO COUNTY

For training more than 500 tutors and tutoring more than 550 students in volunteer efforts worth more than a million dollars but priceless to our whole community.

October 5, 1990 Congressman Tom Lantos

As human beings, we all like to have our efforts acknowledged. If you missed the Celebration Dinner, you missed our chance to thank you for all that you give to your learner and Project Read. We were also surprised and delighted to receive a certificate of appreciation from Congressman Lantos for our 5-1/2 years of service to the community. Thanks to all of you for your good work.

As Fall arrived with its reminder of abundance, we also received the good news that Governor Deukmejian signed AB3381, the bill which, among other things allows for the library literacy programs to continue to receive some state funds after the initial 5 year start-up period. This will allow the local-state partnership to continue and will enable us to apply for funds to cover our shortfall this year. Now we can focus on our exciting year ahead and take a fundraising breather.

We have 3 major projects to focus on this year: **Adult learner recruitment, Workplace Literacy**, and the development of **Tutor Support Materials** using integrative learning approaches. We would like to invite your input in any one of these projects.

After 5-1/2 years of operation we are finding that we have fewer of the learners who see a TV ad and call us right up. We are now needing to reach those who have more fear or other barriers which interfere with their ability to seek help. We'll be forming a Project Read Advisory Board of learners and tutors in the next month. The first task of this group will be to help us develop an outreach system to do a better job of reaching adult learners and tutors.

Secondly, we plan to continue our focus on workplace literacy efforts that began with our Business Breakfast last Spring. We work with a group of professional and business representatives called the North County Literacy Council. We would like to develop a greater awareness campaign and at least one pilot program in a work site in North County this year. Please call Leslie if you would like to be involved in developing this project.

And, finally, we hope to receive grant funds to write a tutor manual to help support our new integrative learning approach to tutoring. We will need tutors to share their activities and ideas, try out different approaches, and react to our written drafts. If you are interested in this project, please talk to Holly.

Your insights and ideas are always welcome. Please join us as we continue to develop our program.

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Quotable Quotes

Enrique Ramirez said:

"One of my goals was to be able to read to my son and now I'm reading to him; he reads to me."

Penny Rivers said:

"I came to Project Read because I couldn't understand what I was reading. I had just graduated from city college; being a college graduate, you'd think I could read, but I couldn't. Since I've learned how to read, I've got involved in many of the study programs at the library."

Thanks

Thanks for all of the help on our wonderful Celebration Dinner. A special thanks to the people on the planning committee:

Doreen Brown
Kay Olson
Daie Sheenan
Andrew Tamayo
Lyn Watson
Cora Wong

We want to also thank those folks who did one of the many jobs involved in putting on a dinner--all of the kitchen helpers, table setters, decorators, cake bakers and the clean up crew.

*Thanks also to **Kay Olson** for making the hot air balloon that was on the stage; **Andrew Tamayo, R. Oliver Palma,** and **Michael Reformado** who played music for us; and last of all thanks to **Betsy Darr** and **Girls Scout Troop 227** for all of their help.*

Up, Up and Away!

*It was October 5, 1990, **Awards Night**, when tutors and learners gathered together to celebrate the accomplishments of Project Read. I was looking forward to spending time hearing other people's success stories and maybe getting a chance to share some of my own.*

*We all enjoyed a delicious meal prepared by the anonymous kitchen elves. Ministers prayed. Politicians spoke. **Leslie** turned the "Project Read Fairy" loose on some unsuspecting tutors like **Margaret Bradbury**. **Coty Gumm**, the master of ceremonies, then took the floor. Several learners related their successful experiences during the past year, about trips to Washington D.C., and organizing programs for the workplace. **Leslie** and **Joan** handed out awards to everyone in the program. The Drum and T-shirts were for sale. The highlight of the evening was the awards ceremony and in particular the **Penny Anderson Award**. Learners and tutors received a copy of The Drum, or a Project Read mug or a Project Read portfolio. **Joan** had the honor of announcing the nominees. As she spoke about how privileged she felt to be able to do so, I was thinking how I felt to be a part of this vital organization. How dedicated and giving these people must be and how so typically American we were. People helping each other to become better persons. Then through the mists, I became aware of my name being announced as one of the nominees. What a complete surprise! **Joan** made all of the nominees sound so very special. The most special of all was **Enrique Ramirez**, the **Penny Anderson Award** winner. And, you know what, we are special, each and every one of us. We care and we care enough to try to make a difference. We all share in the awards and rewards from this program.*

Spotlights : Good Fairy Dust

Some of the folks who were honored this year, sprinkled with good fairy dust and spotlighted at our dinner were student/tutor teams that did what they set out to do and graduated within the last couple of months. Congratulations to Melody Fuller and Margaret Bradbury, Cedric Goo and Rob Weinberg on hard work and great accomplishments!

Not all of the people we honored with our famous spotlights were student/tutor teams. Butch and Joan Brochu are a husband and wife who are both tutoring and have learned a lot from their experiences. Thanks for all of the good work, you guys!

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Welcome!

WELCOME TO THE FOLLOWING FOLKS WHO BECAME TUTORS DURING SEPTEMBER 1990.

TONY BOTTERI
JUDY COLLINS
TERESA DERIVERA
CHARLES FLIPPEN
JOHN FONTANA
LIZ GAFFNEY
MARY ANN HARDY
JOYCE HARNETT
MILDRED HOFFMAN
KARINA LOEBUS
KATE MARIANI
DEBRA MILTON
CHRISTINE MORGAN
ELISA NORTON-DIEZ
MICHELE PENDER
DOROTHY REED
KIMBERLY SEITZ
DORIS STRAUS

Origin of Words:

Pupil

Do students look like dolls, sitting quietly? At one time maybe they did. The word **pupil** came from the Latin word **pupilla**, meaning a "little doll".

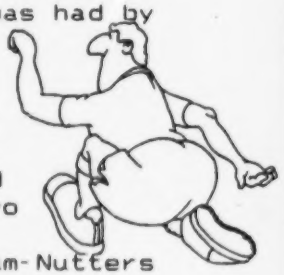
Take a close look into a friend's eye and you'll see your own reflection. The Romans named the **pupil** in the eye for the miniature picture of ourselves that is reflected there.

-Cathryn Kaye,
Word Works

"A STRIKE FOR LITERACY"

BOWL-A-THON

There was lots of pin action at Serra Bowl on Saturday, October 20th, when Project Read Learners, Tutors, Staff and their families made strikes, spares and gutter balls for literacy. Lots of funds were raised for literacy programs and a good time was had by all. The Project Read teams were:



Cliff Ferreira	Cris Logia
Irene Flippen	Jerry Logia
Lisa Flippen	Sonia Logia
Mike Flippen	Dorothy Reed
Bruce Rollin	Andrew Tamayo
Gene French	Holly Fulghum-Nutters
Clare Gallagher	Debbie Koenig
Jennifer Miles	Mary Redfearn
Walter Miles	Marianne Robatto
Cora Wong	Luis Wong

Awards were given to: Dorothy for Highest Score, Jerry for Largest Single Pledge, Cliff for Most Sponsors, Walter for Last Strike, and Holly for First Gutter Ball.

Thank you, Bowlers, for making this event successful and thanks also to all of those who made pledges to the Project Read teams.

Tutor Tidings

Tutor, Myrtle A. recently passed her state licensing exam and got her nursing license. Her student, Oscar, cheered her on all the way. Congratulations, Myrtle!...Joan and Henrik have worked so much on visualization that it comes as no surprise that Henrik is "seeing more words on cartons, on materials of all kinds and can visualize their spelling much better."...Kim E. reports that her student, Ken, was excited to find a story in The Dreams in Our Book which is so like his own life. Kim writes, "It was a very positive experience for him to read about someone else with the same problems."...Now you can find Alicia working in a bank. With the help of tutor, Harriet W., Alicia recently passed a training course for bank-tellers, cashed in and got a job as a bank teller. Good work, Alicia!...In September, Walter's poem from The Dreams in Our Book was published in an article written by Paul Kiley, the State Library's Literacy Specialist, for TV producers in a magazine called The Producer's Guild Magazine. Way to go Walter!

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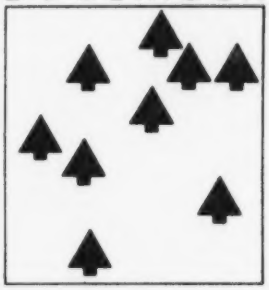
Calendar

NOVEMBER

Thurs., Nov. 1 7:00 - 9:00 pm	Tutor Training #5 West Orange Library
Nov. 8, 10, 15 and 29	Tutor Training #1, #2, #3, #4 Serramonte Library and West Orange Library
Mon., Nov. 12	Veteran's Day - Library Closed
Mon., Nov. 19 7:00 - 9:00 pm	Spelling Workshop offered by Joan Sheldon Conan Serramonte Library
Nov. 22 & 23	Thanksgiving - Library Closed
Tues., Nov. 27 7:00 - 9:00 pm	National Issues Forum - "The Competitive Edge" Join us in a discussion on how we can maintain a competitive edge in trade. Serramonte Library

DECEMBER



Wed., Dec. 5 7:00 - 9:00 pm	Lumatron Workshop offered by Dr. Downing Discover how this exciting tool may enhance learning. West Orange Library
Wed., Dec 19 5:00 - 7:00 pm	Christmas Party--Help us celebrate the Christmas season by bringing in finger food and good cheer to share. Tutors, students, family and friends are welcome. West Orange Library
Tues., Dec. 25	Christmas Day - Library closed

NATIONAL ISSUES FORUMS

ON NOVEMBER 27, 1990, YOU'LL HAVE A UNIQUE CHANCE TO SHARE YOUR IDEAS WITH FELLOW TUTORS AND STUDENTS IN A NATIONAL ISSUES FORUM DISCUSSION ON "RE-GAINING THE COMPETITIVE EDGE". EXPLORE THE ISSUES--ANSWER QUESTIONS THAT MAKE A DIFFERENCE.

HOW CAN WE, AS A NATION, BECOME MORE PRODUCTIVE?
WHAT BASIC SKILLS DO OUR SCHOOLS NEED TO OFFER TO HELP US ENTER INTO A COMPETITIVE MARKET?
WHAT HAPPENS TO PEOPLE WHO DON'T HAVE THESE SKILLS? WHERE DO THEY FIT?

REGAINING THE COMPETITIVE EDGE:
Are We Up to the Job?

PARTICIPATE IN A DISCUSSION ABOUT SOME OF THE MOST CRITICAL ISSUES FACING OUR NATION.

JOIN US ON NOVEMBER 27, 1990 AT THE SERRAMONTE LIBRARY
7:00 - 9:00 PM

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Using Music in your lessons

AT THE CELEBRATION DINNER, JERRY LOGIA, A KEYNOTE SPEAKERS, TALKED ABOUT A DYNAMIC WAY TO GET NEW IDEAS FOR YOUR TUTORING SESSIONS—THE TUTOR MENTOR MEETINGS. JERRY SAID, "WE'RE FINDING NEW WAYS TO MAKE LEARNING MORE INTERESTING, WAYS TO HELP PEOPLE REMEMBER MORE. THESE TOPICS ARE WHAT WE COVER IN OUR TUTOR MENTOR MEETINGS." THE TUTOR MENTOR PROGRAM COMES FROM THE INTEGRATIVE LEARNING PROGRAM, A PART OF "THE NEW PROJECT READ". WHAT IS INTEGRATIVE LEARNING?...A WAY TO DESIGN LEARNING AROUND THE WHOLE STUDENT USING AS MANY DIFFERENT WAYS TO TEACH AS POSSIBLE.

ONE OF THE NEWER TECHNIQUES THAT WE'RE WORKING WITH IS USING MUSIC TO HELP STUDENTS READ. RESEARCH HAS SHOWN THAT CLASSICAL MUSIC ACTUALLY INCREASES THE AMOUNT OF LEARNING A PERSON CAN DO. WHILE YOUR LEFT BRAIN IS PAYING ATTENTION TO READING, YOUR RIGHT BRAIN IS LISTENING TO MUSIC. THE RESULT IS MORE EFFECTIVE LEARNING SINCE YOUR WHOLE MIND IS ACTIVATED.

WE RECENTLY BOUGHT SOME CLASSICAL MUSIC TAPES AND TAPE MACHINES WHICH CAN BE CHECKED OUT FOR TUTORING SESSIONS. GIVE US A CALL AND TALK TO US ABOUT USING MUSIC WITH YOUR LEARNER. THE RESULTS MAY SURPRISE YOU...AND WHEN YOU HEAR FROM YOUR TUTOR MENTOR ABOUT A MEETING, GO! I'M SURE YOU'LL BE PLEASED.

Lost Books Call Home!!

WE NEED OUR BOOKS BACK. DO YOU REALIZE THAT YOU, OUR BELOVED TUTORS, HAVE OVER $2,000.00 WORTH OF BOOKS CHECKED OUT AND OVERDUE? IN THESE BELT-TIGHTENING TIMES, WE NEED EVERY BOOK WE CAN GET OUR HANDS ON. CHECK YOUR BOOKSHELVES, YOUR COFFEE TABLES, UNDER YOUR BEDS. YOU CAN EASILY RETURN THE BOOKS TO YOUR LOCAL LIBRARY. JUST TELL THEM TO SEND THE BOOKS TO PROJECT READ. REMEMBER, WE NEED OUR BOOKS!

Don't forget your civic duty--GET OUT THERE AND VOTE. Remember, your precinct polling place will be open from 7 am to 8 pm on Tuesday, November 6, 1990. You can pick up "Election Extras" put out by the League of Women Voters at you local library for help understanding some of the issues in the upcoming election.

YOU CAN MAKE A DIFFERENCE IF YOU VOTE!

Tutor Tips

Although oral reading is important, it's equally important that we give our students an opportunity to read silently. After all, how much time do you spend reading aloud...probably not very much. So, it's important to enourage your students to read silently.

Here are some fairly easy ways to guide your students through silent reading and to make sure that they understand what they've read at the same time.

1. Ask the students to read the title of a story or the first sentence of a paragraph.
2. Turn the title or sentence into a question (be sure you've read the the materials ahead of time, so you can ask an appropriate or helpful question).
3. Ask the students to read silently to find the answer to the question.

You can use these same three steps, paragraph by paragrph or section by section, until the students are comfortable reading silently. They'll begin to enjoy it, because they've been challenged by a question and have a specific answer for which to look. Soon they'll be reading silently with success.

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Project Read
South San Francisco Library
840 West Orange Avenue
South San Francisco, CA 94080

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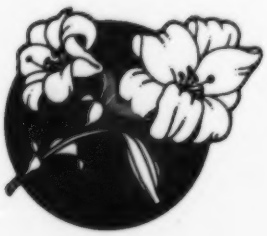

Staff Members

Leslie Shelton, Director Joan Sheldon Conan, Trainer
Holly Fulghum-Nutters, Student/Tutor Coordinator
Debbie Koenig, Office Manager

Project Read is a service of the libraries of South San Francisco, Daly City and Pacifica
(415) 877-5329

T-Shirt and Book Order Form

We are now accepting orders for the new adult learners' book: *THE DRUM*

We also have some PROJECT READ T-SHIRTS (turquoise with a white logo) available.

Please use this order form and bring to the Project Read Office along with payment.

___each *The Drum* $ 6.00 donation each Total $_____

___each T-SHIRT $12.00 donation each Total $_____
(Size: Med.___/Large___/X-Large___)

Please make checks payable to Project Read. Thanks. Total $_____

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RETURNING THE JOY TO LEARNING:
Remembering our Genius

Many of us have heard the painful stories that our students tell of their failure to learn to read and write during their school years. Until recently our society and our educators blamed them for their failure to learn. Educators developed labels and new specialties for teaching "defective learners." Only now, as researchers begin to unravel the complexity of the brain and to understand how many different ways we learn, do we realize that it isn't the learner who is to blame--it is how they were "taught."

Literacy programs are full of people who didn't learn successfully from traditional teaching methods. That is why our work is so challenging. As we have designed and refined our process for training tutors over the past 4 years, we have tried to prepare tutors to respond to the individual needs and goals of learners. But most of the teaching texts for adult literacy students are based on the old traditional teaching methods that didn't work for our learners as children. We have used these materials because they have been available and provide a lot of tutor support. But now its time to take a look at how to apply the newest and more effective teaching technologies to our work.

With the help of a $25,000 Federal Grant from the Dept. of Education, we are ready to do just that. In mid-November Peter Kline, a major innovator in the educational field, will join us for three days of consultation and training. Peter is the founder of Integrated Learning Associates and author of the provocative book, The Everyday Genius. His premise is that we are all successful learners and have experienced the natural joy of learning. But most school settings unintentionally take the joy out of learning. He has trained teachers throughout the nation to "integrate" a variety of teaching methods that engage their students' varied "intelligences." His work has been especially effective in inner city and ghetto schools where students and teachers know the failure of traditional methods. One such school is the Guggenheim School in southside Chicago. The principal had this to say about the impact of Peter Kline's work. "The teachers loved Peter and embraced Integrative Learning with great enthusiasm, and the rest is history--or at least the beginning of a new era of achievement and hope for our students and our school. The impact on the school even in the first year was dramatic. Our student attendance rate rose to 94%, a very impressive rate for an inner city school. And our growth rate in reading and math rose spectacularly."

The first phase of our work with Peter will be to provide an opportunity for students and tutors to experience integrated learning techniques firsthand. Peter will be giving a day-long workshop on Saturday, November 18th in the community room at Serramonte Library. (Although the library is closed for shelf repairs, the community room is open.) The workshop will be limited to 40 participants. A separate sign-up form will be sent out later.

This is a unique opportunity for all of us to learn from an expert and remember our own genius. In addition, our work together has the potential to have a major impact in the adult literacy field. Although Peter has worked with primary schools and adult education programs, we are the first volunteer literacy program in the nation to try to design a tutoring process based on integrated learning techniques. Join us for the adventure. It is sure to be fun and challenging.

Leslie

PROJECT READ STAFF

Holly Fulghum-Nutters Student/Tutor Coordinator	Leslie Shelton Director	Joan Sheldon Conan Tutor Trainer
	Cari Renz Office Manager	

Goodbye...Hello

It's time to say good-bye to Marianne Robatto who has worked as our Administrative Assistant for the past 2½ years. Marianne's warm and cheery voice greeted most of you through that time. We wish Marianne the best of luck as she explores new career options.

It's also time to welcome Cari Renz who's taking over the position. Cari, one of our newer tutors, heard about the job opening at the Celebration Dinner and decided to apply. She comes to us with a wealth of experience working in the corporate world. Most recently, she served as a Client Services Representative for First Data Resources in San Mateo. We know you'll enjoy getting to know her. Welcome, Cari!

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Celebration Dinner

Leslie received this letter from Maggie Ranahan after the Project Read Celebration Dinner. It captures the excitement of the evening.

Dear Leslie,

What a great dinner! Magic and everything!

It amazes me how every year the Academy Awards in Hollywood drags on with all the professional talent and money in the world and still they have to work so hard to catch a special moment or two.

And the Project Read Dinner, our Academy Awards night, starts with special moments the minute you walk in the door. There was more sanctity in that room last night than in most of our churches!

One special moment I'd like to recapture was the little catch in your voice near the end of Isaac's story. I had followed the beginning, but I confess I was daydreaming a little when the catch in your voice brought me back like a rocket. When I came home I pulled down the Project Read Dream Book from my shelf to look for the Isaac Gaston Stories. I thought to myself, "This is the same way we seek out the authors we respect. I might as well be searching for a certain Mark Twain story." I re-read "Disneyland" and found the line where I had been daydreaming and you had been responding to beauty and depth in simple, honest writing.

I went to page 49 and read "Being Kids" and thought again of that quietly proud man who stood and shared some magic. I thought, "This is a great writer. I nearly missed the visualization of his Tennessee childhood and his family standing with shining eyes waiting to go to Disneyland...

Take Care!

Thanks to all of the wonderful volunteers who helped us pull off a very successful evening. I hope you all got one of our new Project Read mugs. If you or your student doesn't have one yet, please stop by the office to pick one up.

New Readers Council

How much can our students accomplish? The New Readers Council (N.R.C.) is a group of adult learners from literacy projects all over the Bay Area who have never stopped to ask themselves that question, but simply go about doing what has to be done. Their combined efforts have paid off in big ways for learners all over the Bay Area. The First Bay Area Adult Literacy Conference which was held last March, is an example of one of the things the N.R.C. has done. It was planned by and for adult learners and the enthusiasm and excitement it generated are still being felt. Currently, the N.R.C. is not only thriving, but continuing to accomplish more and more. They recently published and distributed a newsletter to adult learners in the Bay Area literacy projects. Your students should have received a copy in the mail. Ask them to bring it to your next tutoring sessions. It has wonderful material in it. Encourage your students to join the N.R.C.

interest...their favorite Bible verse, a poem or song. They could rewrite their address book in cursive or you could help them write out thank you letters or greeting cards in cursive.

Have them try sustained writing. Give your students a piece of paper and ask them to write for three minutes. Don't let them stop for anything. If they get stuck, they can write a word over and over again until they go on to something else. Be sure to tell them that you're not judging their writing, so spelling and grammar don't count. Sustained writing is only to exercise the writing muscle.

Try sentence completions with your students. Before asking them to write, talk out each sentence with them. Give them a sentence opener like, "I wish..." and find out how they complete it. Then have them write out the sentences in cursive. If they're beginners, write the sentence for them and they can copy it in cursive. Try some of these sentence starters.

I believe... I will... I know...
I hate... I think... I want...

Have your students copy a language experience story in cursive. Language experience is the perfect piece of writing to use, because it's filled with their own words.

Evaluating Handwriting

How should you evaluate their handwriting? The main criteria is whether it's clear and easy to read. Concentrate on correcting those features which make reading hard. Be flexible about accepting variations in style as long as they don't interfere with legibility. Each letter should be appropriately spaced and proportionate to one another and well slanted.

The Laubach book provides plently of practice. Check it out and enjoy smooth, automatic writing.

-Holly Fulghum-Nutters

Reminder...

Because we're using a new computer system so we can report to the state more easily and continue to be a part of the California Literacy Campaign, we need more information on our students. Please fill out the application forms you received in the mail and return them as soon as possible. Thanks for taking the extra trouble and welcome to the computer age.

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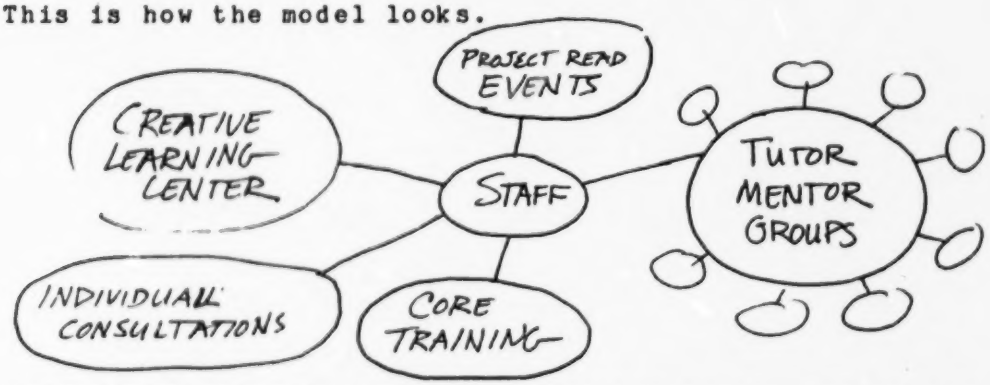
Project Read: The New, Revised Edition

It all started with a question. Could our students learn more quickly and more effectively if we taught tutors to use newer teaching strategies based on brain research and learning theory? We could see some students making progress, but others seemed frustrated by the Laubach Method, which basically teaches reading the same way they were taught as children.

We asked this question to ourselves 2 years ago, and received a federal grant this October to see if we could find an answer. Our project, called "Excellence for All" focuses on revising our training model so that we can introduce Integrated Learning strategies to tutors and learners. As a part of the grant we are working with educator Peter Kline as a consultant. During his visit in November it became apparent that in changing our training model we would, in fact, need to refine the structure of our whole program. The model, as it is evolving, looks at all the parts of Project Read, and connects them in a way that we hope will make a more supportive, integrated whole.

This is how the model looks.



What we discovered as we discussed how to present integrated learning ideas in training, was that we couldn't fit everything into the basic training. This meant we needed a way to continue to teach these ideas over a period of time, and also share this approach with our current tutors. Enter the Tutor Mentor idea.

A basic philosphy of Project Read is that we are all teachers and learners. With this in mind, the concept of the Tutor Mentor program is to use tutors to teach fellow tutors. The plan is to select and train up to ten tutors who will then conduct monthly Tutor Mentor Meetings to teach new strategies and provide a setting for sharing and brainstorming.

Although our monthly tutor inservice programs have been designed to present fresh ideas and provide support, only 20% of our tutors are able to attend these. In the Tutor Mentor program, every tutor mentor will have a small group meeting each month with the same 15 peer tutors. The group itself will choose the date, time and meeting location. Our hope is that these groups will provide more support and break the isolation some of our tutors feel. It will also stimulate the excitement of learning from one another. We hope to have groups ready to begin in March. These mentor group meetings will not take the place of tutor inservices. However inservice programs will be offered in a different way. Enter the Creative Learning Center concept:

The Creative Learning Center is designed to set aside two evenings a month for learner activities at the Project Read Office. One evening would be for learners only. Possible activities would include opportunities to try out some of the new learning techniques, attend the Read Out/Speak Out discussion groups, participate in leadership training programs, or join a writing group. The other evening of the month would be workshops, discussion forums, or other activities open to both tutors and students. This is where tutor inservices would fall.

Although we have been doing many of these things as special programs, they would be organized under the umbrella of either Tutor Mentor meetings or Creative Learning Center activities.

We would continue to round out this support model with social events such as the Celebration Dinner, Holiday Party, etc., and with individualized consultation with Holly or Joan. We hope this model will allow us to share our creative resources more fully, and integrate learner activities into the program in a more direct way. We welcome your thoughts and comments.

Leslie Shelton

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PROJECT READ
TUTOR NEWS
March/April 1990

Daly City/South San Francisco Public Libraries
840 W. Orange Ave. S. San Francisco CA 877-5329

Thinking Allowed!

I was being interviewed the other day for an article for the Library Journal about how our program uses the National Issues Forums with students. After some discussion the interviewer asked me what impact the forums had on our learners, so I described Enrique Ramirez's journey to Washington, D.C. last April and his opportunity to speak on a panel at the White House. When I told her that one of the things that Enrique was most proud of was being able to vote, she was really moved. But her next comment caught me off guard. She said,"Wow, that's the kind of thing that gives you goosebumps, but as writers we need to be impartial."

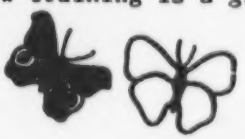
This gave me pause, but we went on to discuss the benefits of bringing adult learners together to "work through" critical issues. Then I made the fatal mistake. I mentioned the word empowerment. In fact, I was quoting a recent library poster which says, LIBRARIES: EMPOWERING PEOPLE. She responded by saying that empowerment was political - a word democrats used and republicans reacted to negatively.

I suggested that literacy programs help people become more fully functioning human beings, and that forums teach people to gather information and think about consequences. These qualities make people better citizens, in fact they are crucial for a successful democracy. How is it then that helping people function more effectively and successfully is construed as "political"? Here in a land that prides itself on the process of democracy have we forgotten that everyone has an equal voice, and that this is a government dependent on public participation? What happens when politicians think they know more than the citizens, when they forget about the little guy? Literacy supports an active, healthy community.

Politics aside, Mrs. Bush was in Southern California recently and visited a group of learners in library programs. We sent a copy of Dreams in Our Book, which some of our learners signed. A thoughtful thank you note from Mrs. Bush arrived today saying, "You are all doing such fine work for literacy in California." Keep up the good work! Leslie

The New Tutor Training

As with most things in life, there is always room for improvement; and with respect to the tutor training program, Project Read has done just that. Working with Peter Kline and keeping in mind that we are all learners, the staff has expanded, revised and updated the training program. The new tutor training program keeps the best of the old training and introduces new concepts on the learning process as a whole. The new training covers core concepts, types of intelligences, learning styles as well as barriers to learning. The new training also advises tutors of the importance of listening to their learners as well as suggesting games and other activities to help stimulate interest. The new training is a great way to start the new decade on a positive note.



-Jerry Logia

PROJECT READ STAFF

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	Cari Renz **Office Manager**	

Love Letters

We received this from one of our tutors in his Tutor Journal.

My student didn't come along at exactly the best time in my life. Right now my life is pretty jammed up with work, family and a job search. I've got precious little time for myself or those nearest to me, it seems. None of this is the doing of my student, of course. I volunteered to do all this and to tutor her.

I have to say there are times when she cancels and I'm relieved. Then I get it together and go and darned if I'm not glad that I did afterward! Driving home after each session, I'm filled with an undeniable and inescapable sense of gratification and purposefulness. It's difficult to express the feeling exactly, but I like it more each time. It's as though what I'm doing, in some small way, really counts for something. I'm not experiencing a lot of that elsewhere in my life right now. In that sense my student may have come along at just the right time.

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